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RESIDENTIAL CARE STUDY.

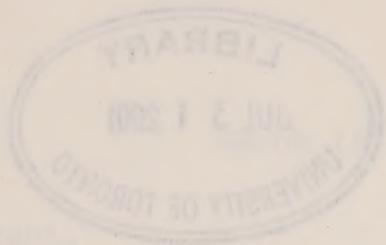


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ONTARIO MINISTRY OF  
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SERVICES

# RESIDENTIAL CARE STUDY



Prepared for

**CHILDREN'S SERVICES BRANCH  
ONTARIO MINISTRY OF HEALTH**

Prepared by

**IAN SONE & ASSOCIATES**

March 1974



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March 15, 1974

Dr. Naomi I. Rae-Grant,  
Children's Services,  
Ontario Ministry of Health,  
15 Overlea Blvd., 6th Floor,  
Toronto M4H 1A9.

Dear Dr. Rae-Grant:

I am very pleased to submit to you this report, Residential Care Study. The research described herein represents some progress in the development of information for social policy relating to services for troubled children and youth in Ontario.

The cooperation of several hundred persons who are directly involved in providing these services has made this research possible.

The experience of working with the former Children's Services Branch has been a very valuable one for me.

Yours sincerely,

IAN SONE & ASSOCIATES

*Ian J. Sone*

Ian J. Sone

IJS/rm



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## I - INTRODUCTION

### BACKGROUND AND OBJECTIVES

The Children's Services Branch of the Ontario Ministry of Health gained responsibility for coordinating Government efforts on behalf of troubled children and youth under the terms of the White Paper on Services for Children with Mental and Emotional Disorders, tabled in the Legislature by the Honourable Matthew B. Dymond on January 27, 1967. The exercise of this responsibility made the Branch acutely aware of a number of social issues connected with the development of a rational policy for the placement of troubled children.

It was felt that an exploration of the type and intensity of disturbance of children in various residential settings might provide some basic information, which would be a first step toward rationalizing the allocation of public resources for troubled youth.

Consequently, in August 1973, the Ontario Ministry of Health contracted with Ian Sone & Associates, a social-research consultant group, to carry out a two-part study which had been designed for the Children's Services Branch by David Randall and Gordon McClure. The title of the original research proposal, Degree and Patter of Behavioural Disturbance in Residential Settings for Children in Ontario, has been shortened to Residential Care Study.

The specific objectives for the study are stated below:

1. To develop an inexpensive, reliable, and socially meaningful method for describing and classifying the problem behaviour and background of children in residential care.
2. To apply this method to compare programs within the Ministry of Health with each other, as they are



described by the type and degree of presenting problem behaviour of children.

3. To compare the Ministry of Health children with children receiving care in a number of other residential systems.

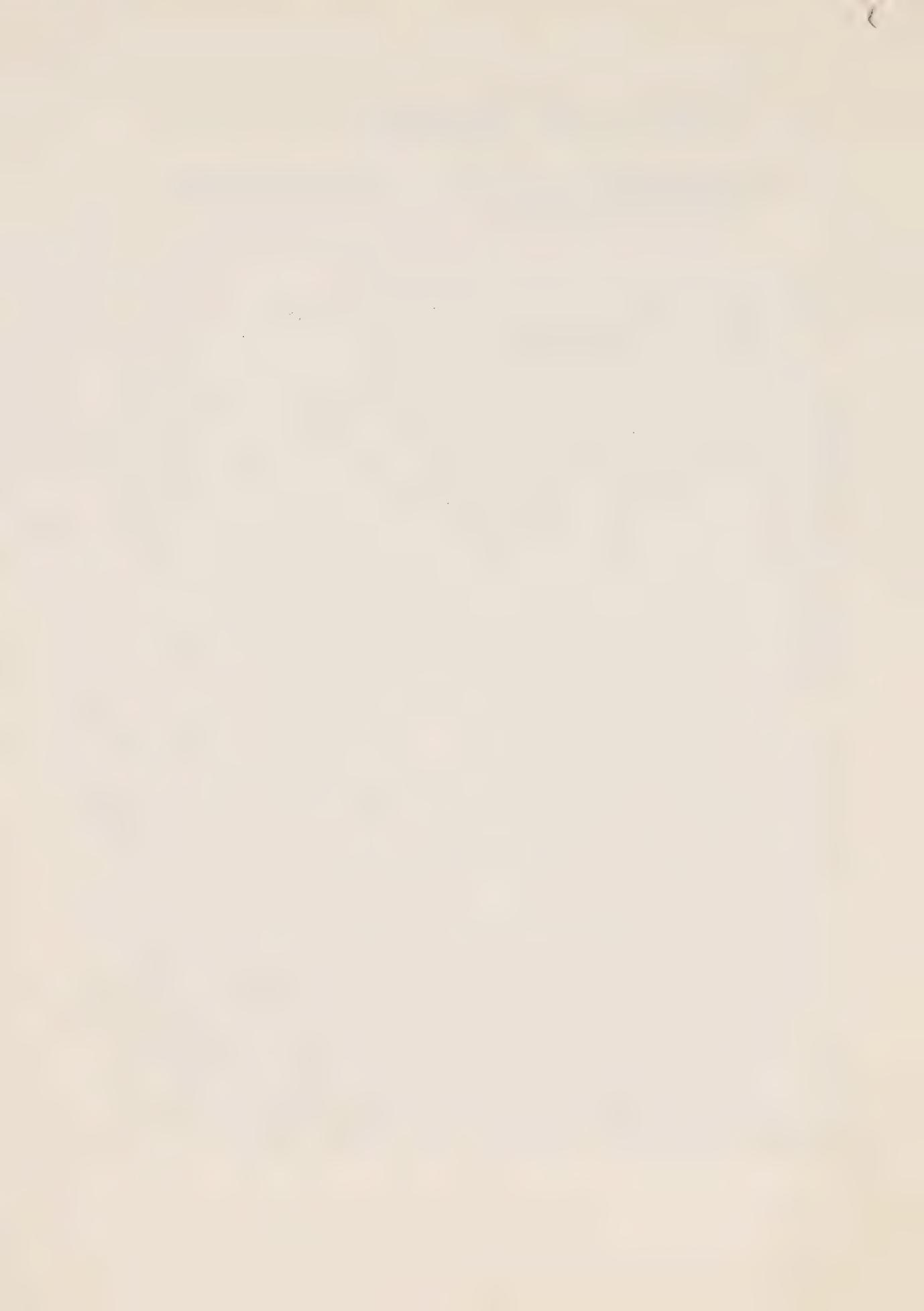
## STUDY METHODOLOGY

### Instrument Construction

Randall and McClure decided that behaviour-rating checklists would be used to measure the type and degree of reported problem behaviour. They had surveyed the literature concerning behaviour-rating scales and checklists used with children. From this survey, and from criteria for instrument selection which they had developed, they chose the items to be included in the checklists from previously tested rating scales. Rating scales were felt to have a number of advantages: proven high level of reliability; low cost; ease of administration; minimal observer training required.

The 115 items in the two checklists are derived from several behaviour-rating scales. These items were divided into seven groups which are referred to as "original factors". In the Appendix, Table A-1 presents the original factors and the names of the authors from whose studies the scale items have been taken. Precise references are also included.

Two checklists were constructed, using the 115 items from the seven original factors. A Home Checklist, consisting of the 79 items from five factors was prepared. For each subject, a Home Checklist was to be completed by a child-care worker or front-line staff person who knew the child well. A School Checklist, consisting of the 115 items from all seven factors was drawn up. This checklist was to be completed by teachers who knew the children well. In the



Appendix, Table A-2 indicates the original factors from which the items in the two checklists were taken.

### Sample Selection

For Study One, data from two systems was collected. These are described below.

The total number of children receiving residential care in 38 institutions under the supervision of the Children's Services Branch, Ontario Ministry of Health had been estimated to be 1,100. Ideally, data was to be collected for all children aged 6 to 16 years (as of November 15, 1973) who on that date were residing in these centres, and had been admitted prior to August 16, 1973. Complete information was actually obtained for 479 children from 37 centres, including a Home Checklist, a School Checklist and Background Information Questionnaire.

The design of Study One also called for a comparison sample of children who were living with their natural parents, attending community schools, and matched for age and sex with the Health sample. The Peel County Board of Education requested and obtained the cooperation of five schools. Complete information was obtained for 283 children, including a School Checklist and a Background Information Questionnaire. The sample obtained was comparable to the Health sample in age distribution, but had an overrepresentation of girls.

A third sample, a group of eleven diagnosed psychotic children, was obtained from the program for psychotic children at Thistletown Regional Children's Centre. Both checklists and a questionnaire were completed for each child.

For Study Two, data from four additional systems was collected. It was originally intended that these samples



would be stratified in order to be comparable with the Health sample, and in order to be representative of the groups of children served by each system. The samples obtained do not meet either of these criteria. Below, each of the four samples is described.

The total number of children and youths receiving care in 15 Training Schools under the supervision of the Juvenile Division, Ontario Ministry of Correctional Services, was estimated to be roughly 1,200. Complete information (including two checklists) was actually obtained on 220 subjects, from six Training Schools. Background information on a sample of 249 subjects was obtained from Main Office files of the Ministry.

The Juvenile Division of this Ministry supervises 21 Group Homes, with an estimated population of 140. Complete information (including a Home Checklist and a Questionnaire) was obtained on 59 subjects from 18 Group Homes.

The Children's and Youth Institutions Branch of the Ontario Ministry of Community and Social Services supervises the operation of a number of Group Homes. A non-representative sample of 210 subjects from 25 of these institutions was obtained. The institutions included Residences for Troubled Youth and Youth Residences, under the Children's Institutions Act, and Homes for Troubled Children, under the Children's Boarding Homes Act. Two checklists and a questionnaire were completed for each child.

Complete data on 20 wards living in Group Homes operated by the Children's Aid Society of Metropolitan Toronto was also obtained.

A summary of information regarding the seven samples selected is provided in Table 1 on the following page.



Table 1  
Sample Selection

Sample Description	Abbreviated Sample Name	Institutions Sampled (92+)	Subjects (1,282)
Institutions supervised by Children's Services Branch, Ontario Ministry of Health (Children's Mental Health Centres, Regional Children's Centres, and Special Units in Psychiatric Hospitals)	Health	37	479
Peel County Board of Education Schools (Primary and Secondary Schools)	Normal	5	283
Psychotic Program at Thistletown Regional Children's Centre	Psychotic	1	11
Training Schools supervised by Juvenile Division, Ontario Ministry of Correctional Services	Training	16	220
Group Homes supervised by Juvenile Division, Ontario Ministry of Correctional Services	Group II.	18	59
Group Homes supervised by Ontario Ministry of Community and Social Services (Residences for Troubled Youths, Youth Residences, and Homes for Troubled Children)	Comsoc	25	210
Group Homes operated by the Children's Aid Society of Metropolitan Toronto	C.A.S.	?	20



### Procedures

Requests for cooperation were originally sent from the Deputy Minister of Health to his counterparts in the Ministries of Correctional Services and Community and Social Services. Details were then worked out with the directors of the branches that were responsible for the operation of the residential institutions. A "contact" person, usually a senior child-care worker, was appointed by the executive director of each institution to handle the particular administrative details connected with the study. The instruments were mailed to each contact person with instructions for selecting the appropriate raters and for mailing the completed forms back to the consultants.

### REPORT ORGANIZATION

The report of the Residential Care Study is organized as follows. Study One examines certain currently presented behaviours of children and adolescents in various residential treatment settings funded by the Ontario Ministry of Health. First, procedures related to developing the instruments are described, and then the findings are presented.

Study Two compares the prevalence, degree and type of reported problem behaviour in five systems. First, the procedures for making these comparisons are described, and then the findings are presented. The report concludes with a discussion of limitations and recommendations regarding further studies.



## II - STUDY ONE: PROBLEM BEHAVIOUR IN HEALTH SYSTEM

### PROCEDURES

Below, the purposes of Study One are defined, and the study procedures for each purpose are then summarized. Details regarding these procedures are described in Findings.

The first purpose of Study One was defined as follows: "To develop and factor analyze a behaviour checklist which will provide a reliable, valid, and inexpensive method of categorizing and measuring reported school and home problem behaviour of children living in residential centres."

Data from seven samples ( $N = 1,326$ ) was factor analyzed. An analysis of variance of factor scores for the Health sample was carried out. The effects of "age" and "sex" were tested. A special validity study of one factor was conducted. Duplicate items on the Home and School Checklists were subjected to a non-parametric correlation analysis to determine test-retest and inter-rater reliability.

The second purpose of Study One was defined as follows: "To compare the type and degree of reported problem behaviour of children residing in treatment centres funded by the Ministry of Health with the type and degree of problem behaviour reported for (a sample of) children living with their parents." The procedures developed here provide the operational definition of problem behaviour which is used in Study Two for making comparisons among systems.

The third purpose of this study was defined as follows: "To describe centres funded by the Ministry of Health in terms of degree and type of reported problem behaviour of children residing in each centre." To meet this requirement, six mean factor scores and the percentages of children beyond



each cutting score were calculated for each Health institution ( $N = 37$ ). Analyses were then performed to test "between-centre" differences and "type-of-centre" differences.

The final purpose of Study One was described as follows: "To compare the degree and type of reported problem behaviour of residential centre children who are not wards of Children's Aid Societies with those residential centre children who are wards." To accomplish this, analyses to test the effects of "wardship status" were conducted on data from the Health sample ( $N = 479$ ).

A secondary requirement of Study One was to obtain background information on each of the subjects. Cross-tabulations of the background data collected for the Health and Normal samples are presented in the Appendix.

Below, the findings are presented. A description of the data sources for each of the procedures is provided. The computer programs used in each of the analyses are cited. The outcome of each procedure is summarized.

It should be kept in mind while examining the findings that, although the outcomes of the procedures related to three of the tasks defined above do in fact describe aspects of problem behaviour in the Health system, the major task in Study One was the development and refinement of two checklists. Furthermore, while much of the detail described below is rather technical in nature, the usefulness of the comparisons of systems (reported in Study Two) is greatly influenced by the validity of these procedures.



## FINDINGS

### Factor Analysis

Data was collected on 1,326 children, by means of two instruments, a Home and a School Checklist. A factor analysis was performed on all the items in the Home Checklist and 36 items in the School Checklist. The \*COMPUTE FACTORS program in Data-text<sup>1</sup> was used. The factor analysis yielded seven unrotated factors which together accounted for 36% of the total variance. A tentative name was assigned to each of the factors. The factors appeared to be similar to the original factors in item content.

### Orthogonal Varimax Rotation

The orthogonal varimax rotation option in Data-text was selected. This option involves orthogonal rotation which yields factors which are independent of each other. The option also generates factor scores for each case.

The rotation yielded seven rotated factors. The rotated factors accounted for 42% of the total variance. (One factor, accounting for less than 4% of the total variance, was discarded.) Items with rotated factor loadings less than .40 were also discarded. Table A-3 in the Appendix lists for the six new factors: a description of the items in each factor; the rotated factor loading of each item; the location of the items in the two checklists; and the original factor number for each item.

In Table 2, following, the new factors are summarized. The complete factor name, the abbreviated factor name, and the percent (and cumulative percent) of variance accounted

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<sup>1</sup> David J. Armor and Arthur S. Couch, Data-Text Primer: An Introduction to Computerized Social Data Analysis. New York: The Free Press, 1972.



for are provided.

Table 2  
New Factors

Factor Name	Abbreviated Factor Name	% Variance Accounted For	Cumulative % Variance Accounted For
Disruptive Behaviour	Disrupts	10.4	10.4
School Learning Problems	Learning	9.8	20.2
Psychotic Behaviour	Psychotic	5.5	25.7
Social Withdrawal	Withdraw	4.8	30.5
Coordination Difficulty	Coord'n.	4.5	35.0
Social Maturity	Maturity	4.2	39.2

An important aspect of the refinement of the instruments is a comparison of the new factors with the original factors from which the items in the checklists were derived. Table 3 provides a listing of the original factor names and the corresponding new factor names. Generally speaking, comparison indicates that the two sets of factor names are similar.

Table 3  
Comparison Between Original and New Factors

Original Factor	Similar New Factor
Conduct Problems	Disruptive Behaviour
Emotional Problems	Social Withdrawal
Bizarre Behaviour	Psychotic Behaviour
Hyperactivity	—
Social Skills	Social Maturity
Perceptual Learning Problems	School Learning Problems
Coordination Problems	Coordination Difficulty



### Special Validity Study

As stated previously, the checklist items were derived from earlier factor analytic studies, with the exception of one group of items. The group of items, comprising the original "Bizarre or Psychotic Behaviour" factor, were derived from a number of sources. Psychotic behaviour being rare in the general population, it was not known whether the new factor, PSYCHOTIC, could distinguish between diagnosed psychotic and non-psychotic groups.

The Psychotic sample consisted of eleven children diagnosed as psychotic, and samples matched by age and sex with this group were drawn from the Health and Normal samples. A sum of squares simultaneous test procedure<sup>2</sup> (comparison of multiple means) was used to test differences in mean factor scores for these three samples. The results of the tests are shown in Table 4 below.

Table 4  
Simultaneous Test Procedure of Psychotic Factor

SYSTEMS	t value	p
Health vs. Normal	0.45	ns
Health vs. Psychotic	-2.17	.05
Normal vs. Psychotic	-2.69	.05

The results of the test were in the expected direction. There were significant differences at the .05

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<sup>2</sup> Robert R. Sokal and F. James Rohlf, Biometry. San Francisco: W.H. Freeman and Co., 1969. p.235, Section 9.2.



level between the mean factor scores of (a) the Psychotic sample and the matched Normal sample, and (b) the Psychotic sample and the matched Health sample. These results indicate that the new factor does discriminate between diagnosed psychotic and non-psychotic populations.

#### Age and Sex Effects

One-way analyses of variance tests were conducted on the Health sample to test the extent to which variance in mean factor scores could be attributed to differences in "age" and "sex". The \*COMPUTE F-TESTS program in Data-text was used. To be considered significant, a variable had to account for at least 5% of the variance in mean scores for a given factor.

The analysis of variance by "age" (2 levels), conducted on the data from the Health sample, revealed that "age" was significant for only two factors, LEARNING and WITHDRAW. Table 5, below, provides the F value, percentage of total variance accounted for, and significance level for each factor.

Table 5

One-Way Analysis of Variance (by Age) of  
Mean Factor Scores (for Health Sample)

Factor	F value	% Variance	p
Disrupts	1.15	0	ns
Learning	25.73	5	.001
Psychotic	19.72	4	ns
Withdraw	28.54	6	.001
Coord'n.	0.20	0	ns
Maturity	0.10	0	ns



For the Health sample, then, the effect of "age" was not important. In Study Two, "age" is examined again as a source of variance, but the analysis is based on data from all five systems.

The analysis of variance by "sex", conducted on data from the Health sample, revealed that "sex" was a significant variable for only one factor, MATURITY. In general, then, the effect of "sex" was negligible. (See Table 6)

Table 6

One-Way Analysis of Variance (by Sex) of  
Mean Factor Scores (for Health Sample)

Factor	F value	% Variance	p
Disrupts	8.45	2	ns
Learning	9.08	2	ns
Psychotic	0.02	0	ns
Withdraw	0.20	0	ns
Coord'n.	0.02	0	ns
Maturity	27.92	6	.001

On the strength of these findings, no analysis of the significance of "sex" as a source of variance was conducted in Study Two.



### Checklist Differences

Since information from raters in two different situations was used in the factor analysis, it was necessary to determine the extent to which Home or School situation was a significant variable. If Home or School situation were found to be a significant variable, then the decision to include items from both checklists in the same factor analysis would prove to be unsound.

In order to determine the significance of Home or School situation, the responses to the 57 items which the two checklists had in common were examined. A non-parametric correlation on duplicate items from the two checklists was performed using the NONPAR CORR program from SPSS.<sup>3</sup>

The series, Table A-4, in the Appendix shows the correlation coefficients and significance levels for each of the 57 items, organized by factors. Generally, the series of tables indicates low positive correlations between the responses on the Home and School Checklists, which suggests that Home or School situation is a significant variable. The implications of this finding for future administration of the checklists will be discussed in the recommendations.

### Reliability Studies

Two sub-sample reliability studies were conducted as part of the process of refining the checklists. The studies were designed to test whether raters' responses varied over time, and whether there were differences among raters. Staff from Thistletown Regional Children's Centre cooperated in the reliability studies. For both studies Pearson-R correlation coefficients were calculated, using the PEARSON CORR program from SPSS.

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<sup>3</sup> Norman H. Nie, Dale H. Bent and C. Hadlai Hull, Statistical Package for the Social Sciences, New York: McGraw-Hill, 1970.



For 21 children at Thistletown, the child care workers and teachers who completed the first administration of the Home Checklist were asked to do so again, one week later. Table 7 below reports for each factor the respondents, the value of the correlation coefficient (R) and the level of significance.

Table 7

Test-Retest Reliability: Pearson R Correlation Coefficients

Factor	Respondent	R	P
Disrupts	Child Care Workers	.94	.001
Psychotic	" " "	.94	.001
Withdraw	" " "	.71	.001
Maturity	" " "	.75	.001
Learning	Teachers	.90	.001
Coord'n.	"	.76	.001

The table indicates that the checklists have good test-retest reliability.

At Thistletown, two different child care workers and two different teachers completed the checklists for each of 23 children. Table 8 below reports for each factor the respondents, the value of the correlation coefficient (R), and the level of significance. The table indicates that generally the checklists have good inter-rater reliability. Correlation coefficients greater than .60 were considered indicative of a satisfactory level of reliability.



Table 8

Inter-Rater Reliability: Pearson R Correlation Coefficients

Factor	Respondent	R	P
Disrupts	Child Care Workers	.76	.001
Psychotic	" " "	.62	.001
Withdraw	" " "	.65	.001
Maturity	" " "	.58	ns
Learning	Teachers	.87	.001
Coord'n.	"	.63	.001

Cutting Scores

A sample of normal children living with their parents was used to provide a comparison group with children in residential care.

Taking the six factor scores for each child in the Normal sample ( $N = 283$ ), the cumulative distribution of the sample was established for each factor, using the MARGINALS program in SPSS. For each factor, a score was determined beyond which only 3% of the Normal sample lay. In two cases these were negative values. These limits, or cutting scores, were then applied to the factor score distribution for each factor for all five samples, and percentages of subjects beyond the cutting scores were calculated. The cutting scores for all six factors are listed in Table 9 following.



Table 9  
Cutting Scores by Factor

Factor	Cutting Score
Disrupts	-0.340
Learning	-0.840
Psychotic	0.660
Withdraw	-0.555
Coord'n.	0.185
Maturity	-1.405

#### Analysis of Data

The analysis of "between-centre" differences was based on data from 23 Health centres. From each of the remaining 14 centres, reports had been received on fewer than 5 subjects. Mean factor scores were subjected to one-way analyses of variance, using the \*COMPUTE F-TESTS program in Data-text. Chi-square analyses<sup>4</sup> were performed on percentages beyond the cutting scores.

The analysis of mean factor scores revealed that there were significant "between-centre" differences for all factors except DISRUPTS. The analysis of percentages of children beyond the cutting scores revealed that there were significant "between-centre" differences for all factors except PSYCHOTIC and MATURITY.

"Type-of-centre" differences were tested on data obtained from 24 Children's Mental Health Centres, 6 Regional Children's Centres, and 7 Special Units in Psychiatric

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<sup>4</sup> George W. Snedecor and William G. Cochran, Statistical Methods. Ames, Iowa: The Iowa State University Press, 1967. pp. 240-242.



Hospitals. Both the analysis of mean factor scores and the analysis of percentages of children beyond the cutting scores revealed no significant "type-of-centre" differences for all factors.

"Wardship-status" differences were tested on data from 37 Health centres (156 wards and 323 non-wards). Age and sex were not matched. The analysis of mean factor scores indicated that there were no significant "wardship-status" differences for most factors, except COORD'N. and MATURITY, while the analysis of percentages of children beyond the cutting scores revealed MATURITY to be significant.



### III - STUDY TWO: PROBLEM BEHAVIOUR IN FIVE SYSTEMS

#### PROCEDURES

The main purpose of Study Two is to compare the prevalence, degree and type of problem behaviour of children who are receiving care in various types of residential care facilities. The reported behaviour of children in each of four service systems is compared with the reported behaviour of children receiving residential treatment in facilities under the supervision of the Children's Services Branch, Ontario Ministry of Health.

The four service systems from which data have been collected for comparison with the Health facilities are: (1) Training Schools (Correctional Services); (2) Group Homes (Correctional Services); (3) Group Homes (Community and Social Services); and (4) Group Homes (Children's Aid Societies).

Factor scores which had been generated by the \*COMPUTE FACTORS program in Data-text were used as the data for calculating mean factor scores. The BREAKDOWN program in SPSS produced the mean factor scores. Table B-1 in the Appendix, shows the six mean factor scores for all five samples. Table B-2 presents these mean factor scores for each sample by age category. For comparisons among samples of the degree of reported problem behaviour (percentages of subjects beyond the cutting scores) refer to Table B-3. Percentages are presented by age category in Table B-2.

A two-way analysis of variance by age and system was performed on both mean factor scores and percentages of children beyond the cutting scores. The \*COMPUTE ANOVA program in Data-text was used for analyzing mean factor



scores. Percentages were transformed by hand into a compatible form,<sup>5</sup> and then an analysis of variance was performed using the APL program ANOVA.

Responses to two experimental questions which had been included in the checklists were analyzed in relation to factor scores using the CROSSTABS and BREAKDOWN programs in SPSS. Background information on certain demographic characteristics of the samples selected from each system is reported in the Appendix.

## FINDINGS

### Sources of Variance

The six mean factor scores for each of the five samples were subjected to a two-way analysis of variance, in order to determine the possible effects of "system" and "age group". Table B-4 in the Appendix indicates for each factor, the sources of variance and the percentage of variance accounted for by each source, as well as stating the degrees of freedom, F values, and level of significance. In general, "system" was not found to be a significant source of variance for any factor except PSYCHOTIC. "Age group" proved to be a significant source of variance for three factors: PSYCHOTIC, LEARNING, and WITHDRAW. The variance component due to interaction effects was not significant.

The percentages beyond the six cutting scores for each of the five samples were also subjected to a two-way analysis of variance, in order to determine the possible

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5 See Snedecor, pp.327-329 and 484-488 for explanations of the procedures for transforming the percentages.



effects of "system" and "age group". Table B-5 presents the pertinent information. In general, "system" was found to be a significant source of variance for four factors: DISRUPTS, PSYCHOTIC, WITHDRAW, and COORD'N. Although "age group" had been found to be a significant source of variance in mean scores for three factors, it was not found to be a significant source of variance for percentages beyond the cutting scores.

#### Percentages Beyond the Cutting Scores

In order to compare the prevalence and degree of reported types of problem behaviour of the children in the five systems, Table B-3 showing percentages of children beyond the cutting scores for each system, has been prepared. The limited sample size for two of the systems, Group Homes (C.A.S.) and Group Homes (Correctional Services), should be considered when means and percentages are examined.

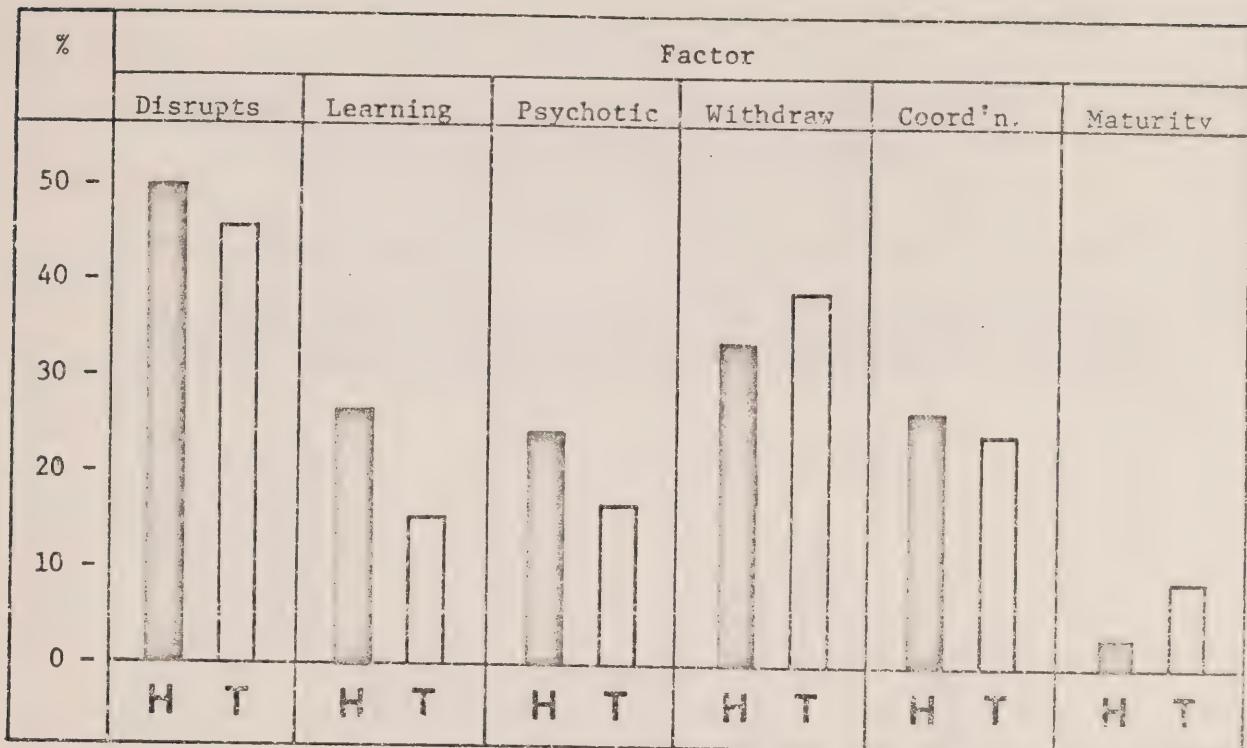
Despite these limitations, there are two systems from which sufficiently large samples have been drawn to permit informative comparisons with the Health system to be made. The analysis focuses, then, on comparisons between: (1) the Training Schools (Correctional Services) and Health systems; (2) the Community and Social Services (Comsoc) and Health systems.

For the Training Schools, a non-representative sample of 220 was obtained from 6 institutions. Mean factor scores and the percentages of subjects reported beyond the six cutting scores were calculated in the manner described previously. The histogram below provides a comparison between the Training School and Health systems, on each of the six factors, in terms of the percentage of subjects reported to be beyond the cutting score.



Table 10

Comparison of Percentages Beyond the Cutting Scores  
(for Health (H) and Training School (T) Systems)



Two simple statements summarize the comparisons presented in Table 10: the Training School and Health systems are quite similar in terms of the percentages of children in the respective systems which are reported to be beyond each of the cutting scores; generally, the percentages for Health were somewhat higher, but the differences in percentages were rather small.

For Comsoc, a non-representative sample of 210 was obtained from 25 institutions. Factor scores were analyzed



in the manner previously described. The histogram below provides a comparison between the Comsoc and Health systems, on each of six factors, in terms of the percentage of subjects reported to be beyond the cutting score.

Table 11

Comparison of Percentages Beyond the Cutting Scores  
(for Health (H) and Comsoc (C) Systems)

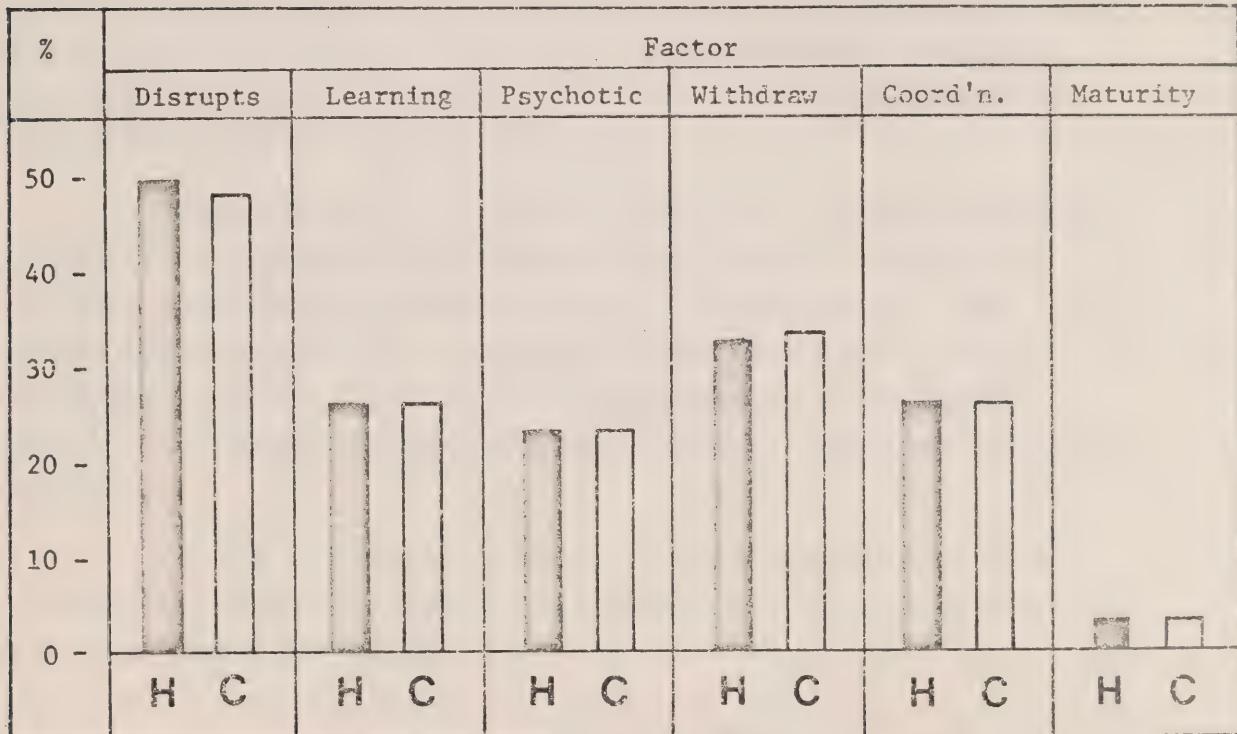


Table 11 very clearly indicates the strong similarity between the Comsoc and Health systems data. For each of the six factors, the percentages of children from the two systems who are reported to be beyond the cutting score are almost identical.



### Experimental Questions

Two experimental questions were included in the checklists in an attempt to obtain some overall judgements from the raters, against which their specific responses to behaviour-rating items could be viewed. The dimensions which were touched upon by these questions (the perceived appropriateness of residential placement and the perceived possibility of discharge from a residential school to a community school) are extremely complex. Consequently, a number of raters had difficulty in using the response categories which were provided. Their unorthodox responses also made coding difficult. The results reported should then be viewed as exploratory only.

Nevertheless, for both questions, the CROSSTABS and BREAKDOWN programs in SPSS have been used to determine: (1) the percentage distribution of responses; (2) the six mean factor scores for subjects reported to be in each response category; and (3) the percentages of children beyond the cutting scores for each factor for each response category.

Tables B-6 through B-11 in the Appendix present this data, as well as the precise wording of the questions and response categories.



#### IV - OVERVIEW

The Residential Care Study should be regarded as developmental rather than definitive. Below, a summary is provided, indicating what has been accomplished and what the study's limitations are. Then recommendations are made which have bearing on future research in this area.

#### SUMMARY

A method has been developed and applied for describing children and youth in care, in terms of six broad categories of presenting behaviour and certain background characteristics. The method has been applied to data obtained from residential facilities funded by the Ministry of Health. Three types of centres funded by the Ministry of Health have been compared, in terms of the type and degree of presenting behaviour of children and youth in care. The type and degree of reported disturbance in the Ministry of Health's centres have been compared with the type and degree of reported disturbance in a sample of children living in their own homes. Similarly, the frequency of reported problem behaviour of children and youth in a number of other service systems has been compared to that reported for children in the Ministry of Health's settings.

The method which has been developed for obtaining and analyzing the required information has a number of important characteristics. Tests applied have indicated that these behaviour-rating scales have a relatively high level of reliability. It has been possible to obtain information on almost 1,300 subjects at a low cost and within a short time period. The administrative procedures developed for distributing and collecting the research instruments have



proven to be quite straightforward. An estimated 400 raters have been able to complete the research instruments quickly and with a minimum of instruction. Finally, complete confidentiality has been maintained throughout the study.

The study has then demonstrated that it is possible to collect behaviour-rating information, and that, once obtained, the data can be analyzed so as to make the required comparisons. However, it is important to stress that certain kinds of information have not been obtained. The Residential Care Study does not provide a method of diagnosing individual children. In itself, it does not provide any means of comparing the outcome or productivity of individual centres or service systems. Furthermore, no basis for determining systematically what children ought to be in what centres is provided. Finally, no information is presented on whether children are well or badly placed, or whether the programs in which they are located are appropriate or inappropriate for their particular needs.

Time constraints imposed other limitations on the study, primarily on data collection. It has not been possible to obtain representative samples from any of the service systems which have been compared with the Health system. Thus, in Study Two, the comparative analyses which are reported are based on non-representative data which have been obtained from four service systems. For all four systems, it was not possible, within the time available, to obtain samples which were both representative of the systems, and matched in age and sex with the Health sample. In addition, for two systems, the samples obtained were so small as to severely reduce confidence in the results of the analyses performed. Consequently, the comparisons which are made in Study Two, while interesting,



should be regarded as tentative. A satisfactory method has indeed been developed here for making the required comparisons, but the findings are only suggestive. Hence, the developmental rather than the definitive aspects of the study should be emphasized.

#### RECOMMENDATIONS

The instruments which have been refined here appear to permit comparisons to be made among types of service systems, along six dimensions of problem behaviour. Below, a number of possible directions for further research are suggested, and three specific recommendations bearing on future research are made.

The refined instruments could be utilized to make a series of measurements, at intervals of one year, of the presenting behaviour in various service systems. These comparisons, over time, might provide data reflecting changes in placement policy in Ontario.

Valuable background information has been collected on children in care, which could be analyzed further. It might be useful to examine the relationships between background characteristics and the degree and type of reported problem behaviours.

For many of the service systems studied, little is presently known about the characteristics of children in care. Further administrations of the checklist(s) and questionnaire could provide the dual benefits of system descriptions as well as profiles of children in care.

The checklist data permit comparisons among centres or systems to be made, along six specific dimensions of behaviour. The information obtained is somewhat difficult



to integrate. Further developmental research is required to determine how to analyze checklist data so that general comparisons among centres or systems are possible.

Whatever studies are undertaken using the instruments which have been refined in this study, the limitations described previously should be given serious consideration. First, great care should be taken to obtain samples which are representative of the systems which are being compared. The procedures which have been followed in this study for distributing and collecting checklists have a number of advantages, but they do not adequately meet the requirement that samples be representative of the systems from which they are drawn. Any research will also be hampered in selecting samples by the absence of adequate background information on the characteristics of children in care.

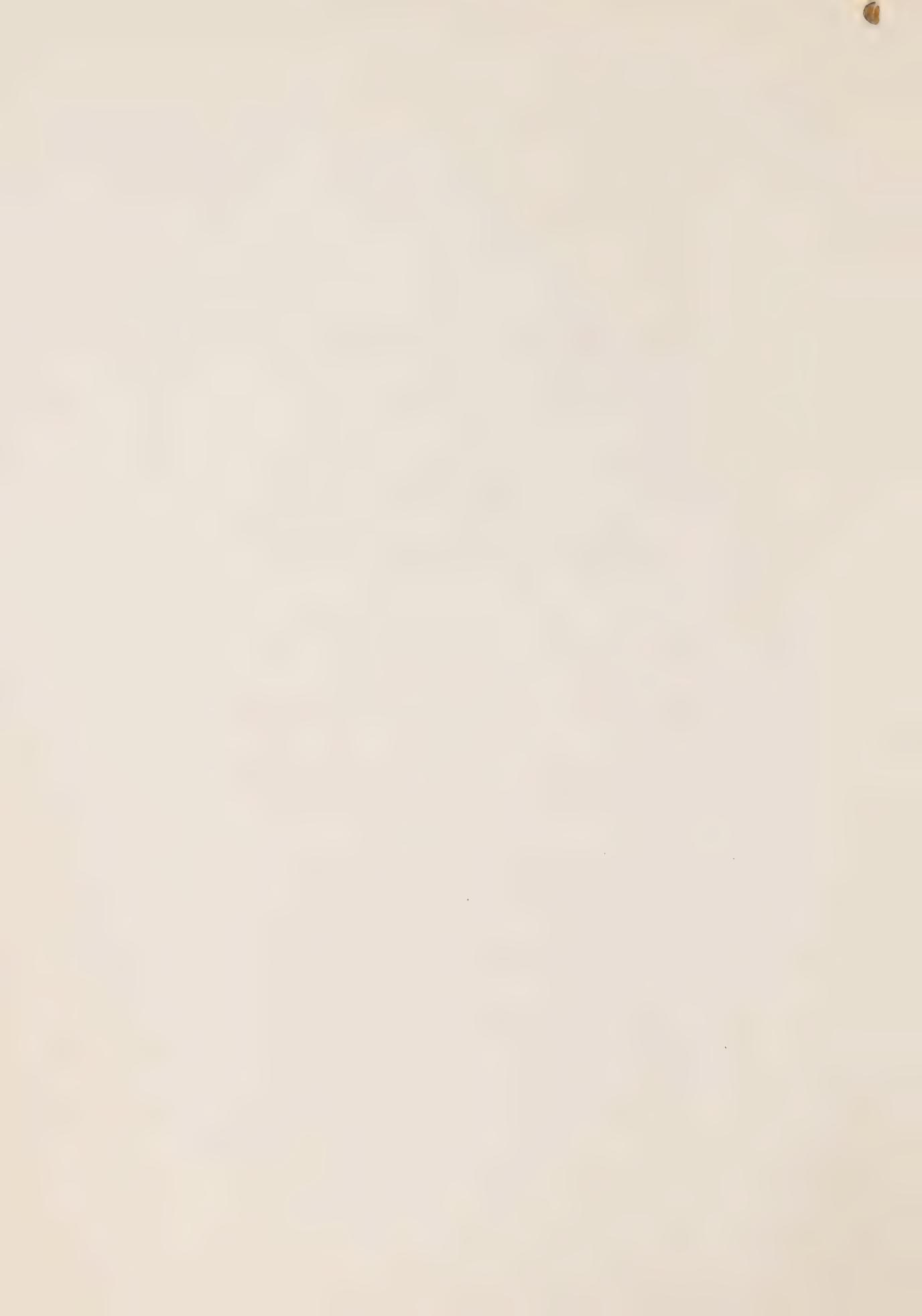
Second, it is suggested that the School Checklist not be used in future research, and consequently that only four factors, rather than six be examined. The factor analyses performed in this study were based on data obtained from two raters for each subject, and the analyses performed in Study One suggest that this practice is questionable.

Finally, it would be advisable to include more rigorous inter-rater reliability tests in any subsequent similar studies. It is not possible to estimate from the reliability tests carried out in the study, how much of the variance found could be attributed to differences among raters.



APPENDIX A

STUDY ONE: SUPPLEMENTARY TABLES



APPENDIX A

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TABLE A-1  
Original Factors and Sources

Original Factor Name	Study Source
Conduct Problems	Peterson and Quay <sup>1</sup>
Emotional Problems	Peterson and Quay <sup>2</sup>
Bizarre Behaviour	Spivack and Spotts <sup>3</sup>
Hyperactivity	Creak et al <sup>4</sup>
Social Skills	Sines et al <sup>5</sup>
Perceptual Learning Problem	Munns <sup>7</sup>
Coordination Problem	Munns <sup>8</sup>

<sup>1</sup> Herbert C. Quay and Donald R. Peterson, "Manual for the Behaviour Problem Checklist". Champaign, Illinois: Children's Research Centre, University of Illinois, 1967.

<sup>2</sup> Ibid.

<sup>3</sup> George Spivak and Jules Spotts, "Devereux Child Behaviour (DCB) Rating Scale". Devon, Pennsylvania: Devereux Foundation, 1966.

<sup>4</sup> Ibid.

<sup>5</sup> Jacob O. Sines, Jerome D. Paulker, Lloyd K. Sines and David R. Owen, "Identification of Clinically Relevant Dimensions of Children's Behaviour". Journal of Consulting and Clinical Psychology, Vol. 33, No. 6, 1969, 728-734.

<sup>6</sup> Ibid.

<sup>7</sup> Evangeline F. Munns, "The Development of a Teacher's Observation Scale for the Identification of Children with Learning Disabilities". Toronto: York University, 1971.

<sup>8</sup> Ibid.



TABLE A-2  
Location of Original Factors by Checklist

Name	Home Checklist	School Checklist
Conduct Problems	Yes	Yes
Emotional Problems	Yes	Yes
Bizarre Behaviour	Yes	Yes
Hyperactivity	Yes	Yes
Social Skills	Yes	Yes
Perceptual Learning Problem	No	Yes
Coordination Problem	No	Yes



TABLE A-3

Item Descriptions and Rotated Factor Loadings  
for New Factor "Disruptive Behaviour" (DISRUPTS)

Home Checklist Item #	School Checklist Item #	Item Description	Rotated Factor Loading	Original Factor #*
1	(1)	Jittery	.582	4
5	(8)	Chatters	.575	4
6	(10)	Temper Tantrums	.613	1
10	(15)	Jealous	.505	1
19	(25)	Swears	.596	2
21	(27)	Is Disobedient	.701	1
22	(28)	Speaks Rapidly	.405	4
25	(33)	Restless	.593	1
27	(36)	Not cooperative in Group	.408	1
28	(37)	Moves Constantly	.621	4
29	(39)	Impertinent	.674	1
30	(41)	Boisterous	.701	1
37	(51)	Asks for Praise	.400	5
38	(53)	Destroys Property	.468	1
45	(54)	Disruptive	.726	1
50	(72)	Fights	.649	1
54	(79)	Incomplete Tasks	.538	4
59	(86)	Noisy in Group	.636	4
60	(87)	Undependable	.520	1
62	(90)	Seeks Attention	.673	1
71	(103)	Cannot Relax	.471	2
72	(104)	Hyperactive	.642	1
76	(110)	Does Opposite	.486	1
79	(114)	Irritable	.644	1

\* Original Factors: 1. Conduct Problem  
 2. Emotional Problem  
 4. Hyperactivity  
 5. Social Skills



TABLE A-3 (cont'd.)

Item Descriptions and Rotated Factor Loadings  
for New Factor "School Learning Problem" (LEARNING)

School Checklist Item #	Item Description	Rotated Factor Loading	Original Factor #*
2	Disorganized Work	.572	7
5	Tremors in Drawing	.507	7
7	Difficult Copy	.557	7
9	Can Only Label	.472	6
18	Misses Obvious Details	.514	6
29	Letter Reversals	.602	6
31	Poor Reading	.653	6
40	Only Speaks Answers	.426	7
45	Misspells Name	.442	6
50	Confused Reading	.657	6
52	Misses Mistakes	.460	6
56	Figure-Background	.404	6
59	Confuses Sounds	.563	6
61	Jerky Writing	.581	7
65	Left-Right Confused	.445	6
67	Hard Telling Time	.562	6
69	Confuses Distance	.516	7
71	Skips Sections	.663	6
74	Messy Worksheet	.493	7
76	Hard Maths	.495	6
81	Hard Finger Move	.484	7
89	Presses too Hard	.480	7
94	Difficult Reprod.	.692	6
98	Inversion Symbols	.597	6
100	Confused Directions	.527	6
105	Forgets	.583	6
111	Needs to be Shown	.429	6
115	Difficult Copying	.642	6

\* Original Factors: 6. Perceptual Learning Problems  
 7. Coordination Problems



TABLE A-3 (cont'd.)

Item Descriptions and Rotated Factor Loadings  
for New Factor "Psychotic Behaviour" (PSYCHOTIC)

Home Checklist Item #	School Checklist	Item Description	Rotated Factor Loading*	Original Factor #**
7	(11)	Original Words	-.437	3
8	(12)	Incoherent	-.532	3
9	(14)	Senseless Move	-.477	3
31	(43)	Puzzled by Events	-.465	3
36	(49)	Blank Stare	-.438	3
47	(66)	Repeats Speech	-.491	3
52	(75)	Awkward	-.410	4
53	(77)	Strange Use Object	-.403	3
61	(88)	Easily Flustered	-.432	2
68	(99)	Talks Self	-.550	3
78	(113)	Mechanically	-.472	3

\* A negative factor loading for an item indicates that there were very few "Yes" responses to this item

\*\* Original Factors: 2. Emotional Problems  
                          3. Bizarre or Psychotic Behaviour  
                          4. Hyperactivity



TABLE A-3 (cont'd.)

Item Descriptions and Rotated Factor Loadings  
for New Factor "Social Withdrawal" (WITHDRAW)

Home Checklist Item #	School Checklist Item #	Item Description	Rotated Factor Loading	Original Factor #*
2	(3)	Walks Dream	.444	3
13	(19)	Aloof	.539	2
16	(22)	Self-conscious	.532	2
18	(24)	Secretive	.478	2
24	(32)	Lacks Self-confidence	.609	2
35	(48)	Daydreams	.397	3
36	(49)	Blank Stare	.417	3
51	(73)	Depressed	.538	2
55	(80)	Plays Alone	.512	2
64	(92)	Inferiority	.585	2
74	(108)	Shy	.520	2

\* Original Factors: 2. Emotional Problems  
 3. Bizarre or Psychotic Behaviour



TABLE A-3 (cont'd.)

Item Descriptions and Rotated Factor Loadings  
for New Factor "Coordination Difficulty" (COORD'N.)

School Checklist Item #	Item Description	Rotated Factor Loading*	Original Factor #**
13	Awkward	-.666	7
34	Difficulty Catching	-.495	7
38	Accidents	-.550	7
42	Falls Easily	-.695	7
78	Hand-feet Coordination	-.633	7
81	Hard Finger Move	-.458	7
83	Drops Things	-.643	7
96	Bumps Furniture	-.665	7
107	Walks Unevenly	-.652	7

\* A negative factor loading for an item indicates that there were very few "Yes" responses to this item.

\*\* Original Factor: 7. Coordination Problems



TABLE A-3 (cont'd.)

Item Descriptions and Rotated Factor Loadings  
for New Factor "Social Maturity" (MATURITY)

Home Checklist Item #	School Checklist Item #	Item Description	Rotated Factor Loading*	Original Factor #**
12	(17)	Relates to Adults	.430	5
34	(47)	Concern for Others	.733	5
37	(51)	Asks for Praise	-.529	5
40	(55)	Says I'm Sorry	-.414	5
41	(57)	Delight for Others	.667	5
58	(85)	Discusses own Problems	.594	5
65	(93)	Feelings Hurt	-.434	5
69	(101)	Delights in Beauty	.626	5

\* A negative factor loading for an item indicates that there were very few "Yes" responses to this item.

\*\* Original Factor" 5. Social Skills



TABLE A-4

Correlations of Duplicate Items (N=24) from  
Home and School Checklists for DISRUPTS

Item Description	Correlation (R)	P
Jittery	.23	.001
Chatters	.27	.001
Temper Tantrums	.32	.001
Jealous	.09	ns*
Swears	.32	.001
Is Disobedient	.34	.001
Speaks Rapidly	.23	.001
Restless	.41	.001
No Co-op in Group	.12	ns
Moves Constantly	.24	.001
Impertinent	.31	.001
Boisterous	.28	.001
Asks for Praise	.19	ns
Destroys Property	.29	.001
Disruptive	.32	.001
Fights	.28	.001
Incomplete Tasks	.24	.001
Noisy in Group	.20	.001
Undependable	.22	.001
Seeks Attention	.25	.001
Cannot Relax	.13	ns
Hyperactive	.29	.001
Does Opposite	.18	ns
Irritable	.35	.001

\* Correlations less than .20 were defined  
 as not significant



TABLE A-4 (cont'd.)

Correlations of Duplicate Items (N=11) from  
Home and School Checklists for PSYCHOTIC

Item Description	Correlation (R)	P
Original Words	.20	.001
Incoherent	.29	.001
Senseless Move	.18	ns*
Puzzled by Events	.20	.001
Blank Stare	.31	.001
Repeats Speech	.16	ns
Awkward	.30	.001
Strange Use Objects	.11	ns
Easily Flustered	.19	ns
Talks Self	.18	ns
Mechanically	.22	.001

\* Correlations less than .20 were defined  
 as not significant



TABLE A-4 (cont'd.)

Correlations of Duplicate Items (N=11) from  
Home and School Checklists for WITHDRAW

Item Description	Correlation (R)	P
Walks Dream	.28	.001
Aloof	.23	.001
Self-conscious	.16	ns*
Secretive	.17	ns
Lacks Self-confidence	.22	.001
Daydreams	.22	.001
Blank Stare	.31	.001
Depressed	.23	.001
Plays Alone	.28	.001
Inferiority	.07	ns
Shy	.20	.001

\* Correlations less than .20 were defined as not significant



TABLE A-4 (cont'd.)

Correlations of Duplicate Items (N=8) from  
Home and School Checklists for MATURITY

Item Description	Correlation (R)	P
Relates to Adults	.19	ns*
Concern for Others	.14	ns
Asks for Praise	.19	ns
Says I'm Sorry	.15	ns
Delight for Others	.10	ns
Discusses Own Problems	.20	.001
Feelings Hurt	.09	ns
Delights in Beauty	.14	ns

\* Correlations less than .20 were defined as not significant

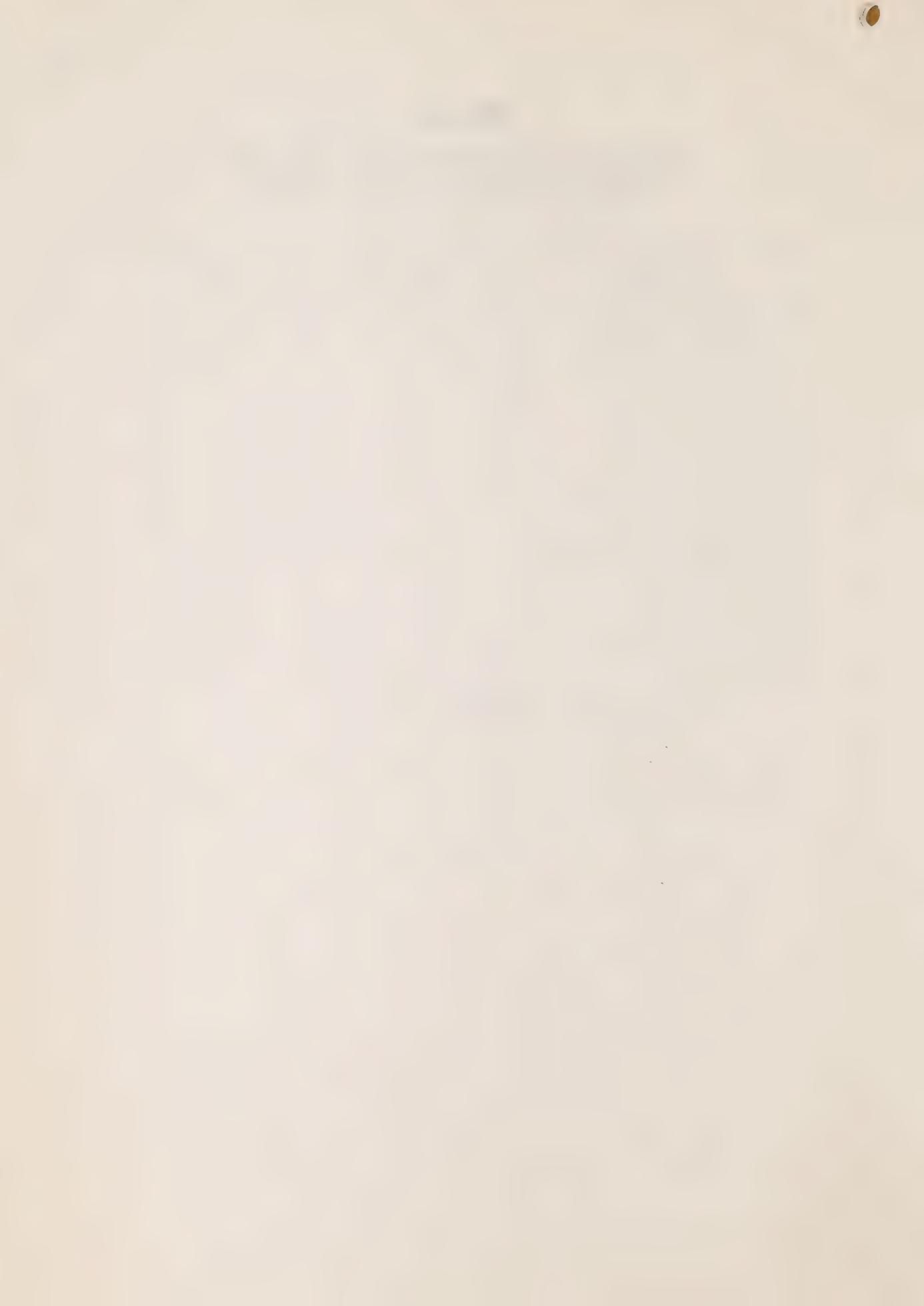


TABLE A-5  
One-Way Analysis of Variance (by Institution)  
of Mean Factor Scores (for Health Sample)

Factor	F value	P
Disrupts	1.34	ns
Learning	3.41	.001
Psychotic	1.85	.01
Withdraw	1.97	.006
Coord'n.	1.68	.03
Maturity	2.43	.001

TABLE A-6  
Chi-Square Analysis (by Institution) of  
Percentages Beyond the Cutting Scores (for Health Sample)

Factor	Chi-square	P
Disrupts	35.14	.05
Learning	67.27	.005
Psychotic	25.22	ns
Withdraw	62.35	.005
Coord'n.	203.62	.001
Maturity	27.41	ns



TABLE A-7

One-Way Analysis of Variance (by Type of Institution)  
of Mean Factor Scores (for Children's Mental Health Centres "C";  
Regional Children's Centres "R"; Special Units in Psychiatric Hospitals "S")

Factor	Institutions							
	All		C vs. R		C vs. S		R vs. S	
	F value	p	t value	p	t value	p	t value	p
Disrupts	0.14	ns	0.45	ns	0.33	ns	0.06	ns
Learning	0.17	ns	0.57	ns	0.22	ns	-0.11	ns
Psychotic	1.60	ns	-0.10	ns	1.77	ns	1.68	ns
Withdraw	2.33	ns	-1.94	ns	0.70	ns	1.75	ns
Coord'n.	1.28	ns	1.43	ns	0.86	ns	-0.01	ns
Maturity	0.40	ns	-0.02	ns	0.88	ns	0.79	ns

TABLE A-8

Chi-Square Analysis (by Type of Institution) of  
Percentages Beyond the Cutting Scores (for C, R, S)

Factor	C	R	S	Chi-square	p
Disrupts	50	46	57	1.10	ns
Learning	27	29	21	0.69	ns
Psychotic	24	29	11	3.96	ns
Withdraw	34	26	43	3.45	ns
Coord'n.	29	21	21	2.44	ns
Maturity	3	5	4	0.70	ns



TABLE A-9

One-Way Analysis of Variance (by Wardship Status)  
of Mean Factor Scores (for Health Sample)

Factor	t value	p
Disrupts	-1.13	ns
Learning	0.13	ns
Psychotic	0.55	ns
Withdraw	-0.51	ns
Coord'n.	-2.17	.03
Maturity	-1.95	.05

TABLE A-10

Chi-Square Analysis (by Wardship Status) of  
Percentages Beyond the Cuttings Scores (for Health Sample)

Factor	Ward	Non-Ward	Chi-square	p
Disrupts	49	50	0.09	ns
Learning	25	27	0.27	ns
Psychotic	22	25	0.50	ns
Withdraw	33	33	0.01	ns
Coord'n.	33	25	3.32	ns
Maturity	29	25	7.00	.01



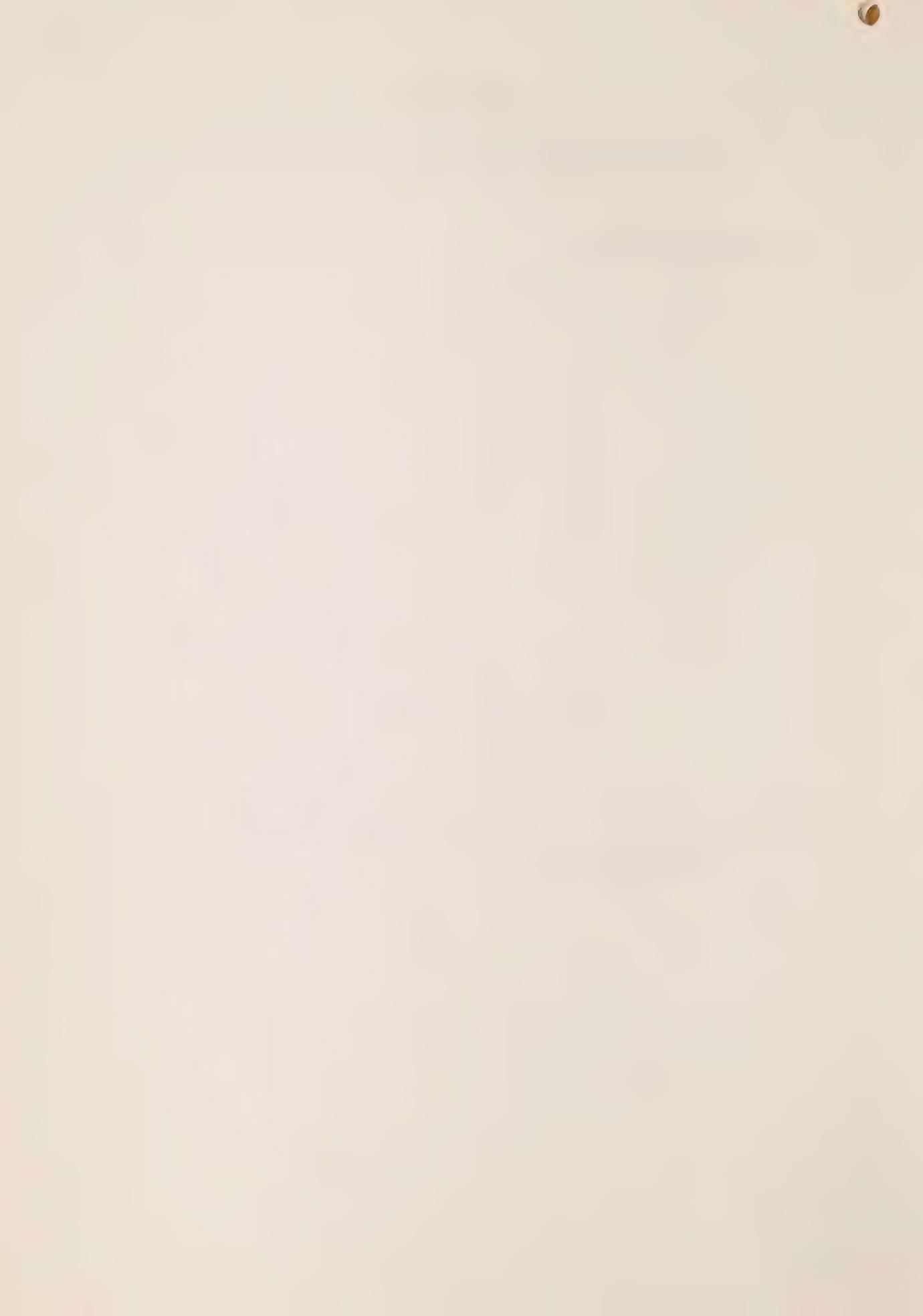
TABLE A-11

Background Information for Health Sample (N=479)Age Distribution by Sex

<u>Age</u>	<u>Sex</u>	
	<u>M(%)</u>	<u>F(%)</u>
6	3	-
7	3	1
8	5	2
9	7	2
10	11	1
11	10	3
12	9	2
13	8	2
14	7	7
15	6	6
16	3	2
	<hr/> 72	<hr/> 28
		(Total)

"Does the child have any significant physical handicaps?"

<u>Response Category</u>	<u>%</u>
Yes	4
No	96
	<hr/> 100
	(Total)



"Who was the child living with before being taken into care at this centre?"

<u>Response Category</u>	<u>%</u>
Both parents	44
Father Only	4
Mother Only	25
Relative	2
Other	24
No Response	1
	100
	(Total)

"How many other children are in the child's family?"

<u>Response Category</u>	<u>%</u>
None	7
1	21
2	23
3	16
4	13
5	6
6	4
7	3
8 or more	1
No Response	6
	100
	(Total)

"Is the child a Children's Aid Society ward?"

<u>Response Category</u>	<u>%</u>
Yes	33
No	67
	100
	(Total)



"Was the child ever in another residential setting prior to being taken into care at this centre?"

<u>Response Category</u>	<u>%</u>
Yes	25
No	74
No Response	1
	<u>100</u>
	(Total)

"Is the child more than one year behind in school?"

<u>Response Category</u>	<u>%</u>
Yes	60
No	40
	<u>100</u>
	(Total)

"Who referred the child to this residential treatment centre?"

<u>Response Category</u>	<u>%</u>
C.A.S.	42
Psychiatrist	10
Mental Health Clinic	20
Parents	11
Juvenile Court	3
Training School	2
School	10
Other	2
	<u>100</u>
	(Total)



"How many months has the child been in this setting?"

<u>Response Category (months)</u>	<u>%</u>
3-6	33
7-12	25
13-24	25
25 or more	17
	100 (Total)

"In what type of school setting is the child currently placed?"

<u>Response Category</u>	<u>%</u>
Regular school	28
Special class or school	22
Home instruction	1
Day treatment programme	8
Group instruction in a residential programme	35
Individual instruction in a residential programme	4
Other	1
No Response	1
	100 (Total)

"In what type of school setting was the child placed previously?"

<u>Response Category</u>	<u>%</u>
Regular school	50
Special class or school	24
Home instruction	2
Day treatment programme	7
Group instruction in a residential programme	11
Individual instruction in a residential programme	1
Other	2
No Response	3
	100 (Total)



TABLE A-12  
Background Information for Normal Sample (N=283)

Age Distribution by Sex

<u>Age</u>	<u>Sex</u>	
	<u>M(%)</u>	<u>F(%)</u>
6	4	5
7	3	4
8	4	3
9	4	5
10	6	5
11	5	5
12	5	4
13	3	6
14	5	4
15	3	9
16	4	4
	<hr/>	<hr/>
	46	54
		(Total)

"Does the child have any significant physical handicap?"

<u>Response Category</u>	<u>%</u>
Yes	1
No	98
No Response	1
	<hr/>
	100
	(Total)



"Is the child living with both his natural parents?"

<u>Response Category</u>	<u>%</u>
Yes	67
No	8
No Response	25
	<hr/>
	100 (Total)

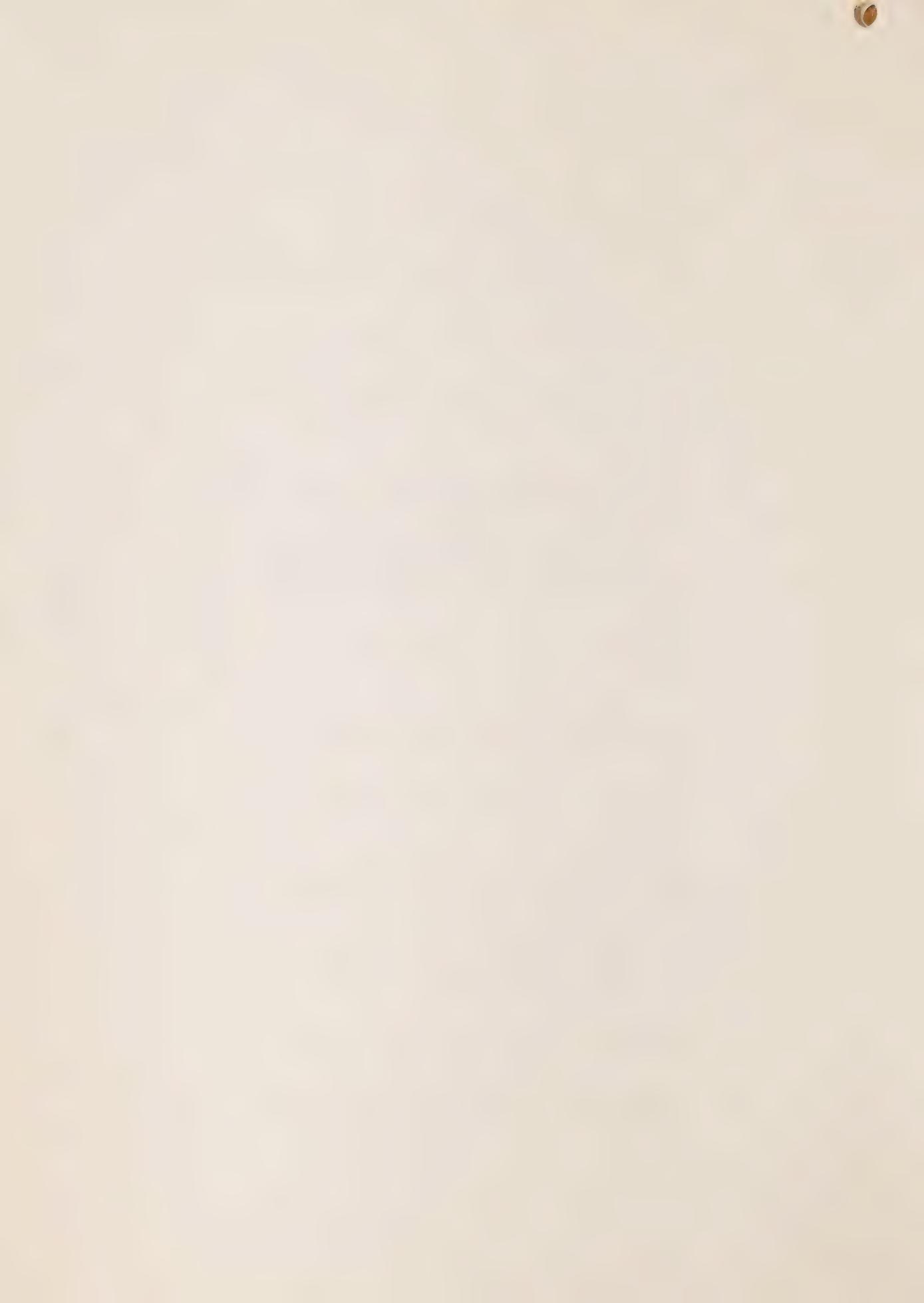
"Does the child live in a single-family dwelling?"

<u>Response Category</u>	<u>%</u>
Yes	51
No	19
No Response	30
	<hr/>
	100 (Total)



APPENDIX B

STUDY TWO: SUPPLEMENTARY TABLES



APPENDIX BTables

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TABLE B-1

Mean Factor Scores by System (N in parentheses)

FACTOR	SYSTEM						Comsoc (210)
	Health (479)	Normal (283)	C.A.S. (20)	Psychotic (11)	Training (220)	Group H. (59)	
Disrupts	Mean	-0.227	0.921	-0.409	0.561	-0.237	0.196
	S.E. *	.04	.03	.23	.30	.07	.269 .07
Learning	Mean	-0.167	0.441	-0.506	-1.147	0.128	-0.024 **
	S.E.	.05	.03	.25	.37	.06	.03 .08
Psychotic	Mean	0.075	-0.062	-0.092	2.237	-0.224	-0.248
	S.E.	.05	.02	.24	.35	.07	.11 .08
Withdraw	Mean	-0.191	0.751	-0.211	0.406	-0.352	0.013
	S.E.	.05	.03	.18	.29	.07	.12 .07
Coord'n.	Mean	0.090	-0.161	-0.153	0.471	0.113	0.060 **
	S.E.	.06	.02	.20	.64	.07	.02 .08
Maturity	Mean	0.385	-0.733	0.173	-0.566	-0.151	0.525
	S.E.	.05	.04	.19	.36	.07	.12 .07

\* S.E. = Standard Error

\*\* Results due solely to scores from items with factor loadings less than .40 from the Home Checklist.



TABLE B-2

Mean Factor Scores and Percentages Beyond the Cutting Score (-0.340)  
by System, by Age for DISRUPTS

System	Age	N	Mean Factor Score	%
Health	6-11	(234)	-.365	54
	12-16	(245)	-.232	45
C.A.S.	6-11	(18)	-.407	61
	12-16	(2)	-.418	50
Training	6-11	(15)	-.998	80
	12-16	(205)	-.182	43
Group H.	6-11	(8)	-.213	50
	12-16	(51)	.260	24
Comsoc	6-11	(74)	-.382	49
	12-16	(136)	-.208	47

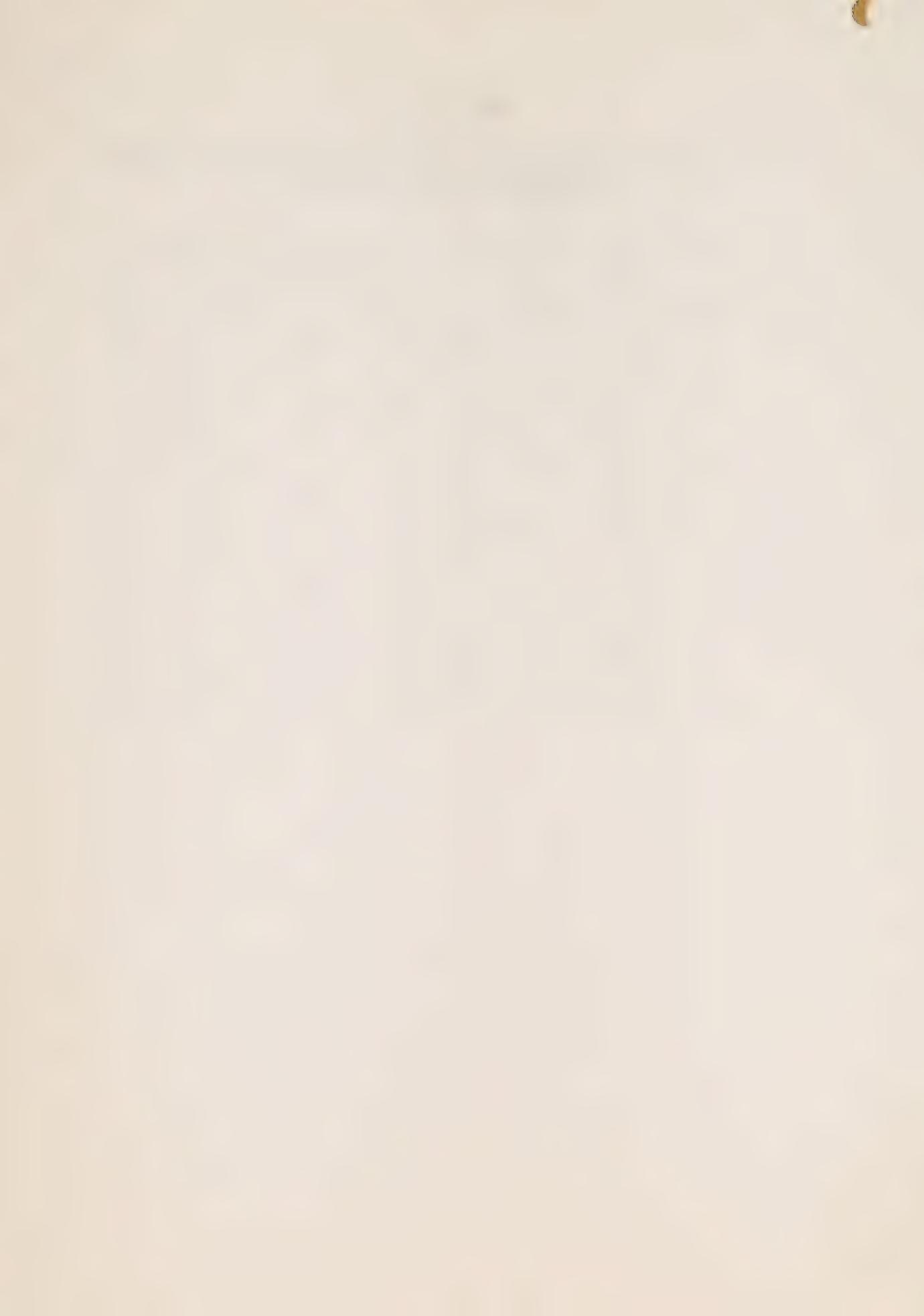


TABLE B-2 (cont'd.)

Mean Factor Scores and Percentages Beyond the Cutting Score (-0.840)  
by System, by Age for LEARNING

System	Age	N	Mean Factor Score	%
Health	6-11	(234)	-.501	38
	12-16	(245)	.153	16
C.A.S.	6-11	(18)	-.528	44
	12-16	(2)	-.313	0
Training	6-11	(15)	-.485	47
	12-16	(205)	.173	15
Group H.	6-11	(8)	-.058	0
	12-16	(51)	-.019	0
Comsec	6-11	(74)	-.426	35
	12-16	(136)	-.113	23



TABLE B-2 (cont'd.)

Mean Factor Scores and Percentages Beyond the Cutting Score (0.660)  
by System, by Age for PSYCHOTIC

System	Age	N	Mean Factor Score	%
Health	6-11	(234)	.362	33
	12-16	(245)	-.179	17
C.A.S.	6-11	(18)	.038	22
	12-16	(2)	-1.262	0
Training	6-11	(15)	.615	40
	12-16	(205)	-.285	16
Group H.	6-11	(8)	-.394	13
	12-16	(51)	-.225	12
Comsoc	6-11	(74)	.433	39
	12-16	(136)	-.140	15



TABLE B-2 (cont'd.)

Mean Factor Scores and Percentages Beyond the Cutting Score (-0.555)  
by System, by Age for WITHDRAW

System	Age	N	Mean Factor Score	%
Health	6-11	(234)	.095	24
	12-16	(245)	-.483	42
C.A.S.	6-11	(18)	-.208	28
	12-16	(2)	-.230	50
Training	6-11	(15)	.191	33
	12-16	(205)	-.392	39
Group H.	6-11	(8)	.444	13
	12-16	(51)	-.054	29
Comsoc	6-11	(74)	.058	27
	12-16	(136)	-.277	38



TABLE B-2 (cont'd.)

Mean Factor Scores and Percentages Beyond the Cutting Score (0.185)  
By System, by Age for COORD'N.

System	Age	N	Mean Factor Score	%
Health	6-11	(234)	.086	30
	12-16	(245)	.001	25
C.A.S.	6-11	(18)	-.106	17
	12-16	(2)	-.568	0
Training	6-11	(15)	.049	27
	12-16	(205)	.118	24
Group H.	6-11	(8)	.036	25
	12-16	(51)	.064	29
Comsoc	6-11	(74)	.093	30
	12-16	(136)	.021	26



TABLE B-2 (cont'd.)

Mean Factor Scores and Percentages Beyond the Cutting Score (-1.405)  
By System, by Age for MATURITY

System	Age	N	Mean Factor Score	%
Health	6-11	(234)	.323	3
	12-16	(245)	.375	3
C.A.S.	6-11	(18)	.222	0
	12-16	(2)	-.270	0
Training	6-11	(15)	.572	40
	12-16	(205)	-.204	20
Group H.	6-11	(8)	.343	38
	12-16	(51)	.553	40
Comsoc	6-11	(74)	.022	4
	12-16	(136)	.181	3



TABLE B-3

% of Children Beyond Cutting Scores by System (N in parentheses)

FACTOR	SYSTEM						Comsoc (210)
	Health (479)	Normal (283)	C.A.S. (20)	Psychotic (11)	Training (220)	Group H. (59)	
Disrupts	50	3	60	27	46	27	48
Learning	27	3	40	64	17	-	27
Psychotic	24	3	20	91	18	12	24
Withdraw	33	3	30	18	39	27	34
Coord'n.	27	3	15	46	24	29*	27
Maturity	3	3	-	27	8	3	3

\* Percentage due solely to scores from items with factor loadings less than .40 from the Home Checklist



TABLE B-4  
Two-Way Analysis of Variance  
(by System and Age) of Mean Factor Scores

Factor	Source of Variance	df	F value	% Variance	p
Disrupts	System	4	1.36	.54	ns
	Age Group	1	2.84	.28	ns
	Interaction	4	0.81	.32	ns
Learning	System	4	0.54	.22	ns
	Age Group	1	4.70	.47	.03
	Interaction	4	0.44	.18	ns
Psychotic	System	4	2.96	1.16	.02
	Age Group	1	12.45	1.22	.001
	Interaction	4	1.65	.65	.16
Withdraw	System	4	.67	.27	ns
	Age Group	1	5.77	.58	.02
	Interaction	4	.37	.15	ns
Coord'n.	System	4	.66	.26	ns
	Age Group	1	.33	.03	ns
	Interaction	4	.22	.09	ns
Maturity	System	4	1.01	.41	ns
	Age Group	1	.81	.08	ns
	Interaction	4	1.38	.55	ns



TABLE B-5

Two-Way Analysis of Variance (by System and Age)  
of Percentages Beyond Cutting Scores

Factor	Source of Variance	df	F value	p
Disrupts	System	4	21.76	.01
	Age Group	1	1.30	ns
Learning	System	4	7.59	ns
	Age Group	1	0.27	ns
Psychotic	System	4	21.20	.01
	Age Group	1	0.44	ns
Withdraw	System	4	38.05	.005
	Age Group	1	4.71	ns
Coord'n.	System	4	92.45	.005
	Age Group	1	0.85	ns
Maturity	System	4	3.06	ns
	Age Group	1	3.63	ns



TABLE B-6

% Distribution of Responses to  
"Appropriate Placement" Question

Response Category	System				
	Health (479)	C.A.S. (20)	Training (220)	Group H. (59)	Comsoc (210)
Training School	0	*	*	*	*
Specialized Foster or Group Home	9	25	18	2	4
Regular Foster or Group Home	6	20	11	2	3
Other	5	5	4	7	3
Residential Treatment Centre or Psychiatric Unit	*	0	14	2	4
Appropriately Placed	75	35	42	86	82
No Response	5	15	11	1	4

\* Response category did not apply for this System



TABLE B-7

% Distribution of Responses to "School Program" Question  
(for Health Sample)

Response Category	%
Regular School	19
Special Class or School	17
Day Treatment Program	1
Other	1
Could Not be Discharged	33
Don't Know	1
No Response *	28
	100

\* No Response indicates that the child was  
not in a residential school program



TABLE B-8

Mean Factor Scores by Response to  
"Appropriate Placement" Question (for Health Sample)

Response Category	N	Factor			
		Disrupts	Psychotic	Withdraw	Maturity
Training School	(1)	-1.58	-1.97	0.46	-0.42
Specialized Foster or Group Home	(42)	-0.46	-0.29	-0.20	0.24
Regular Foster or Group Home	(28)	0.23	-0.19	-0.21	0.90
Other	(23)	-0.29	0.18	0.20	0.19
Appropriately Placed	(357)	-0.34	0.12	-0.25	0.31
No Response	(27)	0.09	0.41	0.03	0.62



TABLE B-8 (cont'd.)

Mean Factor Scores by Response to  
"Appropriate Placement" Question (for C.A.S. Sample)

Response Category	N	Factor			
		Disrupts	Psychotic	Withdraw	Maturity
Specialized Foster or Group Home	(5)	-0.59	-0.12	-0.45	0.20
Regular Foster or Group Home	(4)	0.76	-0.37	-0.20	1.30
Other	(1)	-1.48	1.51	0.72	0.32
Residential Treatment Centre of Psychiatric Unit	(0)	-	-	-	-
Appropriately Placed	(7)	-0.83	0.33	-0.27	-0.46
No Response	(3)	-0.33	-1.18	0.01	0.08



TABLE B-8 (cont'd.)

Mean Factor Scores by Response to  
"Appropriate Placement" Question (for Training School Sample)

Response Category	N	Factor			
		Disrupts	Psychotic	Withdraw	Maturity
Specialized Foster or Group Home	(39)	-0.87	-0.05	-0.51	-0.33
Regular Foster or Group Home	(24)	0.42	-0.37	-0.37	0.14
Other	(8)	0.09	-0.42	-0.77	-0.28
Residential Treatment Centre or Psychiatric Unit	(31)	-1.00	0.56	-0.24	-0.21
Appropriately Placed	(92)	0.05	-0.45	-0.27	-0.10
No Response	(26)	-0.08	-0.42	-0.41	-0.22



TABLE B-8 (cont'd.)

Mean Factor Scores by Response to  
"Appropriate Placement" Question (for Group H. Sample)

Response Category	N	Factor			
		Disrupts	Psychotic	Withdraw	Maturity
Specialized Foster or Group Home	(1)	-0.32	0.65	-1.52	-1.15
Regular Foster or Group Home	(1)	-1.11	0.15	1.41	0.62
Other	(4)	0.02	0.28	-0.81	0.16
Residential Treatment Centre or Psychiatric Unit	(1)	-2.03	0.34	-0.03	0.37
Appropriately Placed	(51)	0.29	-0.33	0.07	0.58
No Response	(1)	0.39	-0.05	0.54	0.95



TABLE B-8 (cont'd.)

Mean Factor Scores by Response to  
"Appropriate Placement" Question (for Comsoc Sample)

Response Category	N	Factor			
		Disrupts	Psychotic	Withdraw	Maturity
Specialized Foster or Group Home	(8)	-0.55	-0.26	-0.13	-0.16
Regular Foster or Group Home	(6)	-0.13	0.62	-0.18	-0.06
Other	(6)	0.51	-0.72	-0.08	0.60
Residential Treatment Centre or Psychiatric Unit	(9)	-0.45	1.27	-0.55	-0.69
Appropriately Placed	(172)	-0.28	0.04	-0.14	0.15
No Response	(9)	-0.16	-0.30	-0.27	0.47



TABLE B-9  
Mean Factor Scores by Response to  
"School Program" Question (for Health Sample)

Response Category	N	Factor	
		Learning	Coord'n.
Regular School	(90)	0.33	-0.20
Special Class or School	(83)	-0.60	-0.16
Day Treatment Program	(3)	0.33	-0.56
Other	(6)	-0.98	-0.76
Cannot be Discharged	(159)	-0.32	0.22
Don't Know	(4)	0.99	-0.42
No Response *	(134)	-0.02	0.21

\* No Response indicates that the child was  
not in a residential school program



TABLE B-10

Percentages Beyond the Cutting Scores by Response to  
"Appropriate Placement" Question (for Health Sample)

Response Category	N	Factor			
		Disrupts	Psychotic	Withdraw	Coord'n.
Training School	(1)	100	0	100	0
Specialized Foster or Group Home	(42)	55	29	95	19
Regular Foster or Group Home	(28)	29	36	100	7
Other	(23)	48	13	96	35
Appropriately Placed	(357)	52	35	97	24
No Response	(28)	37	33	97	41



TABLE B-10 (cont'd.)

Percentages Beyond the Cutting Scores by Response to  
"Appropriate Placement" Question (for C.A.S. Sample)

Response Category	N	Factor			
		Disrupts	Psychotic	Withdraw	Coord'n.
Specialized Foster or Group Home	(5)	60	0	60	0
Regular Foster or Group Home	(4)	0	0	25	0
Other	(1)	100	1	0	0
Residential Treatment Centre or Psychiatric Unit	(0)	-	-	-	-
Appropriately Placed	(7)	86	43	29	0
No Response	(3)	67	0	0	0



TABLE B-10 (cont'd.)

Percentages Beyond the Cutting Scores by Response to  
"Appropriate Placement" Question (for Training School Sample)

Response Category	N	Factor			
		Disrupts	Psychotic	Withdraw	Coord'n.
Specialized Foster or Group Home	(39)	77	26	49	21
Regular Foster or Group Home	(24)	21	8	38	4
Other	(8)	25	13	50	13
Residential Treatment Centre or Psychiatric Unit	(31)	81	48	39	7
Appropriately Placed	(92)	32	8	33	3
No Response	(26)	35	15	42	12



TABLE B-10 (cont'd.)

Percentages Beyond the Cutting Scores by Response to  
"Appropriate Placement" Question  
(for Group Homes - Correctional Services Sample)

Response Category	N	Factor			
		Disrupts	Psychotic	Withdraw	Coord'n.
Specialized Foster or Group Home	(1)	0	0	100	0
Regular Foster or Group Home	(1)	100	0	0	0
Other	(4)	50	25	50	0
Residential Treatment	(1)	100	0	0	0
Appropriately Placed	(51)	24	12	26	4
No Response	(1)	0	0	0	0

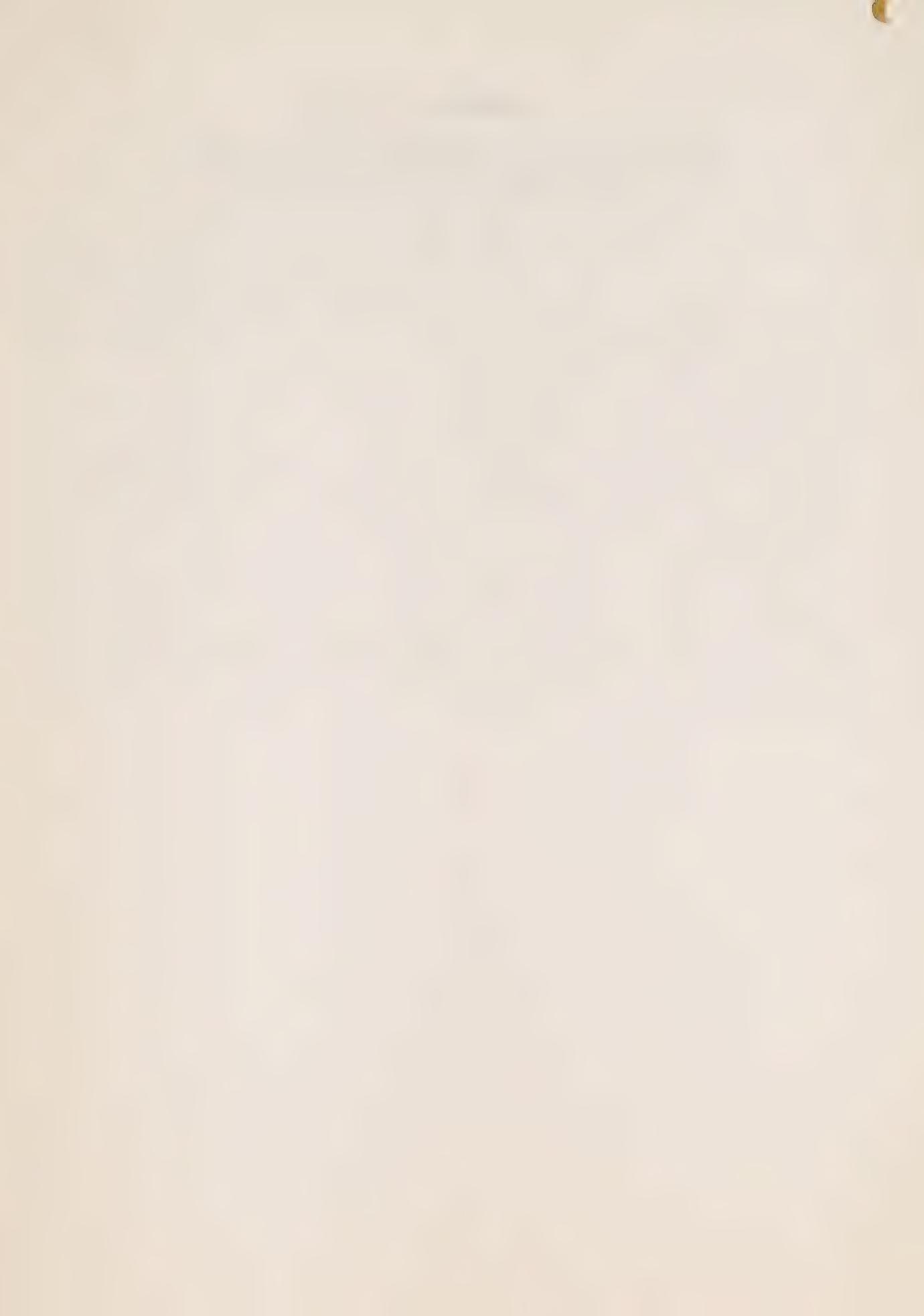


TABLE B-10 (cont'd.)

Percentages Beyond the Cutting Scores by Response to  
"Appropriate Placement" Question (for Comsoc Sample)

Response Category	N	Factor			
		Disrupts	Psychotic	Withdraw	Coord'n.
Specialized Foster or Group Home	(8)	50	13	25	0
Regular Foster or Group Home	(6)	33	50	33	0
Other	(6)	17	0	33	0
Residential Treatment	(9)	56	56	44	0
Appropriately Placed	(172)	48	23	34	4
No Response	(9)	56	22	33	0



TABLE B-11

Percentages Beyond the Cutting Scores by Response to  
"School Program" Question (for Health Sample)

Response Category	N	Factor	
		Learning	Coord'n.
Regular School	(90)	11	84
Special Class or School	(85)	34	77
Day Treatment Program	(3)	0	100
Other	(6)	50	83
Cannot be Discharged	(159)	37	69
Don't Know	(4)	0	100
No Response *	(134)	21	64

\* No Response indicates that the child was  
not in a residential school program



TABLE B-12Background Information for C.A.S. Sample (N=20)Age Distribution by Sex

<u>Age</u>	<u>Sex</u>	
	<u>M(%)</u>	<u>F(%)</u>
6	5	10
7	5	-
8	5	15
9	20	10
10	20	-
11	-	-
12	10	-
—	—	
	65	35 (Total)

"Does the child have any significant physical handicaps?"

<u>Response Category</u>	<u>%</u>
Yes	5
No	95
	100 (Total)

"Who was the child living with before being taken into care at this centre?"

<u>Response Category</u>	<u>%</u>
Both parents	25
Father Only	10
Mother Only	30
Relative	5
Other	25
No Response	5
	100 (Total)



"How many other children are in the child's family?"

<u>Response Category</u>	<u>%</u>
None	10
1	35
2	15
3	20
4	10
5	-
6	5
7	-
8 or more	-
No Response	5
	<u>100</u>
	(Total)

"Is the child a Children's Aid Society ward?"

<u>Response Category</u>	<u>%</u>
Yes	100
No	-
	<u>100</u>
	(Total)

"Was the child ever in another residential setting prior to being taken into care at this centre?"

<u>Response Category</u>	<u>%</u>
Yes	5
No	95
	<u>100</u>
	(Total)



"Is the child more than one year behind in school?"

<u>Response Category</u>	<u>%</u>
Yes	75
No	25
	100 (Total)

"Who referred the child to this residential treatment setting?"

<u>Response Category</u>	<u>%</u>
C.A.S.	90
Psychiatrist	-
Mental Health Clinic	-
Parents	5
Juvenile Court	-
Training School	-
School	-
No Response	5
	100 (Total)

"How many months has the child been in this setting?"

<u>Response Category (months)</u>	<u>%</u>
3-6	30
7-12	25
13-24	35
25 or more	10
	100 (Total)



"In what type of school setting is the child currently placed?"

<u>Response Category</u>	<u>%</u>
Regular school	40
Special class or school	60
Home instruction	-
Day treatment programme	-
Group instruction in a residential programme	-
Individual instruction in a residential programme	-
Other	-
	100 (Total)

"In what type of school setting was the child placed previously?"

<u>Response Category</u>	<u>%</u>
Regular school	60
Special class or school	40
Home instruction	-
Day treatment programme	-
Group instruction in a residential programme	-
Individual instruction in a residential programme	-
Other	-
	100 (Total)



TABLE B-13

Background Information for Comsoc Sample (N=210)Age Distribution by Sex

<u>Age</u>	<u>Sex</u>	
	<u>M(%)</u>	<u>F(%)</u>
6	1	-
7	2	1
8	4	1
9	7	-
10	6	1
11	10	3
12	9	2
13	16	4
14	11	7
15	7	5
16	2	1
	<hr/> 75	<hr/> 25
		(Total)

"Does the child have any significant physical handicaps?"

<u>Response Category</u>	<u>%</u>
Yes	9
No	91
	<hr/> 100
	(Total)



"Who was the child living with before being taken into care at this centre?"

<u>Response Category</u>	<u>%</u>
Both parents	27
Father Only	5
Mother Only	27
Relative	2
Other	39
No Response	-
	100 (Total)

"How many other children are in the child's family?"

<u>Response Category</u>	<u>%</u>
None	9
1	12
2	19
3	16
4	13
5	10
6	4
7	4
8 or more	7
No Response	6
	100 (Total)

"Is the child a Children's Aid Society ward?"

<u>Response Category</u>	<u>%</u>
Yes	81
No	19
No Response	-
	100 (Total)



"Was the child ever in another residential setting prior to being taken into care at this centre?"

<u>Response Category</u>	<u>%</u>
Yes	44
No	55
No Response	1
	<u>100</u>
	(Total)

"Is the child more than one year behind in school?"

<u>Response Category</u>	<u>%</u>
Yes	45
No	55
No Response	-
	<u>100</u>
	(Total)

"Who referred the child to this residential treatment centre?"

<u>Response Category</u>	<u>%</u>
C.A.S.	83
Psychiatrist	2
Mental Health Clinic	1
Parents	3
Juvenile Court	4
Training School	3
School	4
	<u>100</u>
	(Total)



"How many months has the child been in this setting?"

<u>Response Category (mths)</u>	<u>%</u>
3-6	24
7-12	27
13-24	29
25 or more	20
	<u>100</u>
	(Total)

"In what type of school setting is the child currently placed?"

<u>Response Category</u>	<u>%</u>
Regular school	68
Special class or school	24
Home instruction	2
Day Treatment programme	-
Group instruction in a residential programme	1
Individual instruction in a residential programme	-
Other	1
	<u>100</u>
	(Total)

"In what type of school setting was the child placed previously?"

<u>Response Category</u>	<u>%</u>
Regular school	59
Special class or school	24
Home instruction	1
Day treatment programme	1
Group instruction in a residential programme	10
Individual instruction in a residential programme	1
Other	3
No Response	1
	<u>100</u>
	(Total)



TABLE B-14

Background Information for Correctional Services  
Main Office Files Sample (N=249)

Age Distribution by Sex

<u>Age</u>	<u>Sex</u>	
	<u>M(%)</u>	<u>F(%)</u>
12	1	1
13	6	2
14	14	9
15	24	16
16	15	12
	<hr/>	<hr/>
	60	40
		(Total)

"Does the child have any significant physical handicaps?"

<u>Response Category</u>	<u>%</u>
Yes	1
No	99
	<hr/>
	100
	(Total)

"Who was the child living with before being taken into care at this centre?"

<u>Response Category</u>	<u>%</u>
Both parents	44
Father Only	9
Mother Only	27
Relative	2
Other	18
	<hr/>
	100
	(Total)



"How many other children are in the child's family?"

<u>Response Category</u>	<u>%</u>
None	7
1	12
2	22
3	17
4	14
5	5
6	5
7	5
8 or more	2
No Response	11
	100 (Total)

"What was the child's wardship status on admission?"

<u>Response Category</u>	<u>%</u>
C.A.S. permanent ward	7
C.A.S. temporary ward	24
non-ward	69
	100 (Total)

"Is the child of Indian origin?"

<u>Response Category</u>	<u>%</u>
Yes	8
No	92
	100 (Total)



"Under what section of the Training Schools Act was the child admitted?"

<u>Response Category</u>	<u>%</u>
Section 8	49
Section 9	48
No Response	3
	100 (Total)



TABLE B-15

Age by Sex Distribution for Training Sample (N=220)  
and Group H. Correctional Services Sample (N=59)

Training Schools

<u>Age</u>	<u>Sex</u>	
	<u>M(%)</u>	<u>F(%)</u>
8	1	-
9	1	-
10	2	-
11	4	-
12	5	-
13	1	2
14	10	6
15	29	8
16	29	2
	<hr/>	<hr/>
	82	18
		(Total)

Correctional Group Homes

<u>Age</u>	<u>Sex</u>	
	<u>M(%)</u>	<u>F(%)</u>
8	2	-
9	3	-
10	2	-
11	7	-
12	7	-
13	3	-
14	10	2
15	20	14
16	23	7
	<hr/>	<hr/>
	77	23
		(Total)



APPENDIX C

CHECKLISTS



Ontario Ministry of Health

RESIDENTIAL CARE STUDY

For Office Use Only

HOME CHECKLIST

Conducted by:  
IAN SONE & ASSOCIATES



## Residential Care Study

### HOME CHECKLIST

#### INSTRUCTIONS

In the following pages we have provided a list of statements which describe behaviour which may be shown by children.

Read each statement and place a check (✓) in the appropriate box.

If you feel that the statement describes the behaviour of the child as you know him or her, place a check (✓) in the "Yes" box.

If the statement does not describe the child as you know him or her, place a check (✓) in the "No" box.

Do not be concerned if you find that for a particular child it is difficult to answer a few questions. We are seeking your opinion.

We estimate that it should take approximately 15 to 20 minutes to complete the checklist for each child.

Please remember it is important that you mark a check beside each statement, and complete the entire Checklist.

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## HOME CHECKLIST

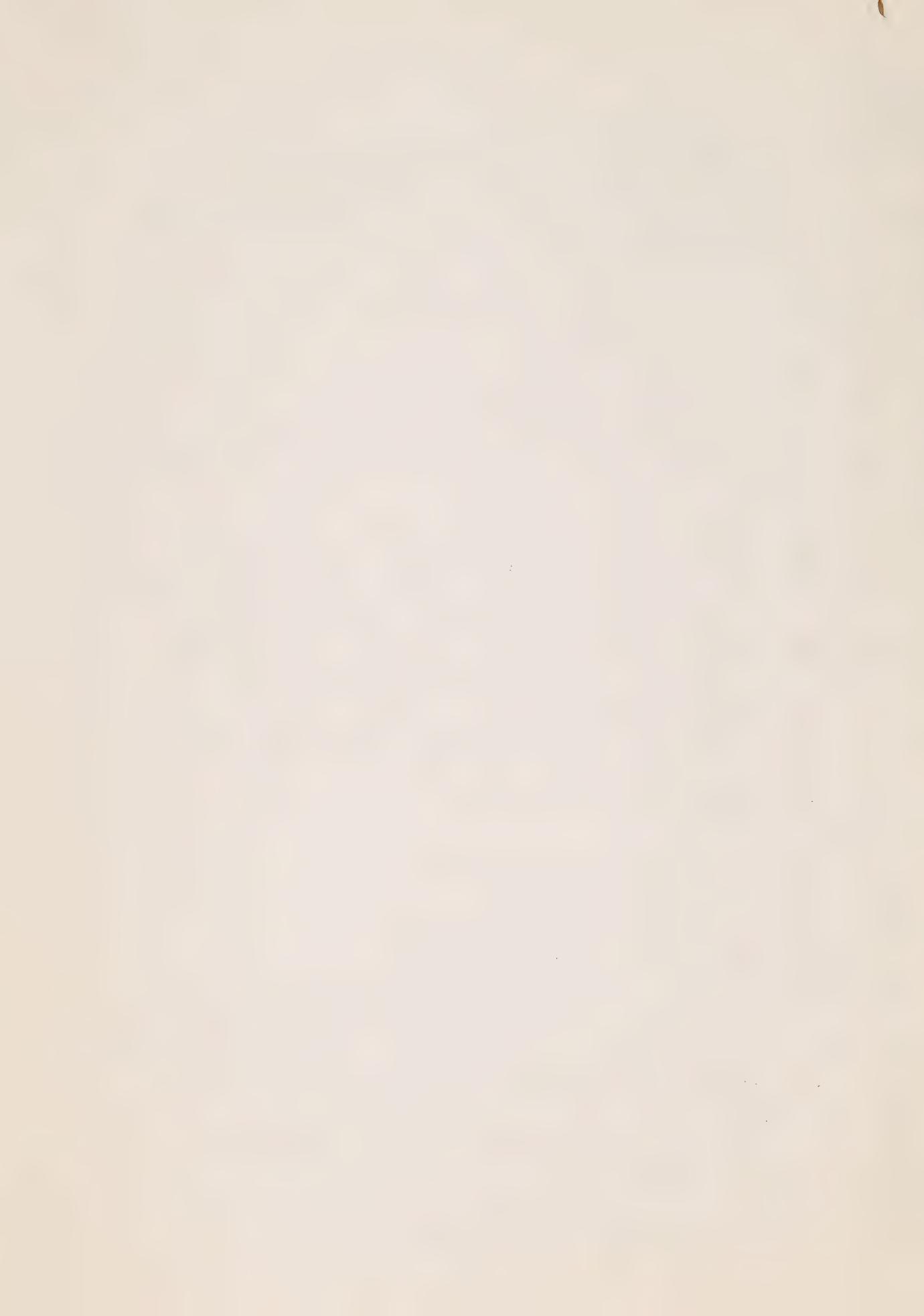
Yes   No

<input type="checkbox"/>	<input type="checkbox"/>	1. Becomes "jittery", building up tension; becomes wound up
<input type="checkbox"/>	<input type="checkbox"/>	2. Walks around in a dream - (wrapped up in own thoughts)
<input type="checkbox"/>	<input type="checkbox"/>	3. Expresses appreciation for others' acts
<input type="checkbox"/>	<input type="checkbox"/>	4. Damages himself physically
<input type="checkbox"/>	<input type="checkbox"/>	5. Is over-talkative, chatters, keeps talking or interrupting conversations
<input type="checkbox"/>	<input type="checkbox"/>	6. Has temper tantrums
<input type="checkbox"/>	<input type="checkbox"/>	7. Makes up his own words or uses common words in such a peculiar way that it is difficult to understand what he means
<input type="checkbox"/>	<input type="checkbox"/>	8. Speaks in a way that is disconnected, incoherent or not sensible
<input type="checkbox"/>	<input type="checkbox"/>	9. Hits or bites himself; makes faces; makes senseless movements of fingers, arms, legs or head
<input type="checkbox"/>	<input type="checkbox"/>	10. Displays jealousy over attention paid to other children
<input type="checkbox"/>	<input type="checkbox"/>	11. Spoke when young, but no longer speaks
<input type="checkbox"/>	<input type="checkbox"/>	12. Talks easily with adults; initiates activities or conversation with adults other than parents
<input type="checkbox"/>	<input type="checkbox"/>	13. Is aloof and socially reserved
<input type="checkbox"/>	<input type="checkbox"/>	14. Shuts out sounds by lifting his shoulders to cover ears, or by putting fingers in ears
<input type="checkbox"/>	<input type="checkbox"/>	15. Does not respond to pain or extreme temperatures
<input type="checkbox"/>	<input type="checkbox"/>	16. Is self-conscious and easily embarrassed
<input type="checkbox"/>	<input type="checkbox"/>	17. Attempts to keep furniture, toys, and other objects from being moved
<input type="checkbox"/>	<input type="checkbox"/>	18. Does not confide in others; keeps secrets to himself
<input type="checkbox"/>	<input type="checkbox"/>	19. Uses profane language, swears, curses
<input type="checkbox"/>	<input type="checkbox"/>	20. Never learned to speak
<input type="checkbox"/>	<input type="checkbox"/>	21. Is disobedient, difficult to discipline and control



Yes   No

- 22. Speaks rapidly; words "come tumbling out fast"
- 23. Puts inedible, unhealthy or even dangerous things in his mouth
- 24. Lacks self-confidence
- 25. Is restless, unable to sit still
- 26. Does not avoid danger
- 27. Does not cooperate in group situations
- 28. Moves constantly; "gets into everything"; "swarms all over"
- 29. Is impertinent and saucy
- 30. Is loud, boisterous and rowdy
- 31. Looks puzzled or confused by things happening around him
- 32. Turns away quickly from what he is doing when something moves, when someone speaks, or other sounds are made
- 33. Remains sitting or standing, without moving at all
- 34. Expresses or shows concern over the misfortunes of others; (pats shoulder, asks questions about troubles; says "you feel unhappy, don't you?")
- 35. Daydreams
- 36. Has blank stare or far away look in eyes
- 37. Asks for praise or approval
- 38. Destroys his own or others' property
- 39. Shows anxiety; is generally afraid of everything
- 40. Says "I'm sorry," "Won't you forgive me?" more than others do
- 41. Expresses delight over the happiness of others, (claps hands, says "that's good!")
- 42. Appears to treat other persons or parts of persons as physical objects
- 43. Asks to be held or hugged; climbs into lap
- 44. Rocks back and forth while sitting or standing



Yes      No

- 45. Tends to annoy and bother others; is disruptive
- 46. Returns furniture to original place if moved
- 47. Mechanically repeats what is said to him
- 48. Sings or hums continually, and annoys others
- 49. Does not turn head toward loud noises, although he can hear
- 50. Fights with other children
- 51. Is depressed; is sad most of the time
- 52. Stumbles, falls easily, throws clumsily, is awkward
- 53. Uses an object repeatedly in a strange manner
- 54. Jumps from one activity to the next; does not finish tasks
- 55. Prefers to play alone
- 56. Does not refer to himself as "I"; (says "John went upstairs" instead of "I went upstairs")
- 57. Cries over minor annoyances and hurts
- 58. Discusses own problems with others
- 59. Becomes noisier and more excited than usual when he is in a group
- 60. Is irresponsible and undependable
- 61. Gets easily flustered and confused
- 62. Seeks attention; likes to "show-off"
- 63. Excels in a few areas, but generally underachieves
- 64. Has feelings of inferiority
- 65. Feelings are easily hurt
- 66. Falls, cuts, bruises, injures himself; has many accidents
- 67. Reports hearing voices
- 68. Talks to himself
- 69. Expresses delight in beauty



Yes   No

70. Is sought out by others; others say they like him; is among the first selected for teams

71. Is tense, unable to relax

72. Is hyperactive; "always on the go"

73. Shows a dislike for school

74. Appears to be shy and bashful

75. Uses the pronoun "he" when referring to himself, and confuses the pronouns "you" and "I" in conversation

76. Has a tendency to do the opposite of what he is asked to do

77. Does not know how to have fun; tends to behave like a little adult

78. Mechanically repeats certain words or phrases in a meaningless way

79. Can easily be aroused to anger; is irritable and hot-tempered

We are interested in your opinion as to whether or not the child is in the appropriate type of institution for his needs.

If, in your opinion, the child should be placed in another type of residential institution, indicate which type: (check one)

training school  
 specialized foster or group home  
 regular foster or group home  
 other (specify which \_\_\_\_\_)

If you feel the child is appropriately placed, please place a check below:

yes, the child is appropriately placed



Ontario Ministry of Health

RESIDENTIAL CARE STUDY

For Office Use Only

SCHOOL CHECKLIST

Conducted by:  
IAN SONE & ASSOCIATES



## Residential Care Study

### SCHOOL CHECKLIST

#### INSTRUCTIONS

In the following pages we have provided a list of statements which describe behaviour which may be shown by children.

Read each statement and place a check (✓) in the appropriate box.

If you feel that the statement describes the behaviour of the student as you know him or her, place a check (✓) in the "Yes" box.

If the statement does not describe the student as you know him or her, place a check (✓) in the "No" box.

Do not be concerned if you find that for a particular child it is difficult to answer a few questions. We are seeking your opinion.

We estimate that it should take approximately 15 to 20 minutes to complete the Checklist for each child.

Please remember, it is important that you mark a check beside each statement, and complete the entire Checklist.

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## SCHOOL CHECKLIST

Yes   No

<input type="checkbox"/>	<input type="checkbox"/>	1. Becomes "jittery", building up tension, becomes wound up
<input type="checkbox"/>	<input type="checkbox"/>	2. Makes drawings or written works that tend to be disorganized
<input type="checkbox"/>	<input type="checkbox"/>	3. Walks around in a dream - (wrapped up in own thoughts)
<input type="checkbox"/>	<input type="checkbox"/>	4. Expresses appreciation for others' acts
<input type="checkbox"/>	<input type="checkbox"/>	5. Shows tremors in lines when drawing
<input type="checkbox"/>	<input type="checkbox"/>	6. Damages himself physically
<input type="checkbox"/>	<input type="checkbox"/>	7. Has difficulty in copying a model in arts and crafts period
<input type="checkbox"/>	<input type="checkbox"/>	8. Is over-talkative, chatters, keeps talking or interrupting conversations
<input type="checkbox"/>	<input type="checkbox"/>	9. Cannot describe sequence of events in pictures; only is able to label objects
<input type="checkbox"/>	<input type="checkbox"/>	10. Has temper tantrums
<input type="checkbox"/>	<input type="checkbox"/>	11. Makes up his own words or uses common words in such a peculiar way that it is difficult to understand what he means
<input type="checkbox"/>	<input type="checkbox"/>	12. Speaks in a way that is disconnected, incoherent or not sensible
<input type="checkbox"/>	<input type="checkbox"/>	13. Generally makes awkward or clumsy movements
<input type="checkbox"/>	<input type="checkbox"/>	14. Hits or bites himself; makes faces; makes senseless movements of fingers, arms, legs or head
<input type="checkbox"/>	<input type="checkbox"/>	15. Displays jealousy over attention paid to other children
<input type="checkbox"/>	<input type="checkbox"/>	16. Spoke when young, but no longer speaks
<input type="checkbox"/>	<input type="checkbox"/>	17. Talks easily with adults; initiates activities or conversation with adults other than parents
<input type="checkbox"/>	<input type="checkbox"/>	18. Misses obvious details when describing what he sees in a picture
<input type="checkbox"/>	<input type="checkbox"/>	19. Is aloof and socially reserved
<input type="checkbox"/>	<input type="checkbox"/>	20. Shuts out sounds by lifting his shoulders to cover ears, or by putting fingers in ears
<input type="checkbox"/>	<input type="checkbox"/>	21. Does not respond to pain or extreme temperatures



Yes      No

- 22. Is self-conscious and easily embarrassed
- 23. Attempts to keep furniture, toys, and other objects from being moved
- 24. Does not confide in others; keeps secrets to himself
- 25. Uses profane language, swears, curses
- 26. Never learned to speak
- 27. Is disobedient, difficult to discipline and control
- 28. Speaks rapidly; words "come tumbling out fast"
- 29. Shows reversals in letters or numbers - (prints "b" instead of "d")
- 30. Puts inedible, unhealthy or even dangerous things in his mouth
- 31. Performs poorly in reading or spelling
- 32. Lacks self-confidence
- 33. Is restless, unable to sit still
- 34. Has difficulty in catching a ball or other objects
- 35. Does not avoid danger
- 36. Does not cooperate in group situations
- 37. Moves constantly; "gets into everything"; "swarms all over"
- 38. Tends to have accidents - (objects fall off desk, etc.)
- 39. Is impertinent and saucy
- 40. Can give correct answers when teacher reads a test to him, but will not sit down and put answers on paper
- 41. Is loud, boisterous and rowdy
- 42. Falls over easily when in a precarious position; does not recover balance easily
- 43. Looks puzzled or confused by things happening around him
- 44. Turns away quickly from what he is doing when something moves, when someone speaks, or other sounds are made



Yes   No

- 45. May misspell own name even after adequate practice
- 46. Remains sitting or standing, without moving at all
- 47. Expresses or shows concern over the misfortunes of others;  
(pats shoulder, asks questions about troubles; says "You  
feel unhappy, don't you?")
- 48. Daydreams
- 49. Has blank stare or far away look in eyes
- 50. In reading, may get the order of sounds within words mixed  
up, or may mix up the order of words in a sentence
- 51. Asks for praise or approval
- 52. Does not notice mistakes in his work
- 53. Destroys his own or others' property
- 54. Shows anxiety; is generally afraid of everything
- 55. Says "I'm sorry," "Won't you forgive me?" more than others
- 56. Has difficulty picking out the main figure from the background  
in a picture
- 57. Expresses delight over the happiness of others -  
(claps hands, says "that's good!")
- 58. Appears to treat other persons or parts of persons as  
physical objects
- 59. Cannot identify sounds correctly
- 60. Asks to be held or hugged; climbs into lap
- 61. Writing or printing is jerky, hesitant, and lacks rhythm
- 62. Rocks back and forth while sitting or standing
- 63. Tends to annoy and bother others, is disruptive
- 64. Returns furniture to original place if moved
- 65. Does not know his left side from his right side
- 66. Mechanically repeats what is said to him
- 67. Has difficulty telling time



Yes   No

- 68. Sings or hums continually, and annoys others
- 69. Has difficulty in judging distance or size
- 70. Does not turn head toward loud noises, although he can hear
- 71. Loses his place on the page easily when reading or writing; skips sections
- 72. Fights with other children
- 73. Is depressed; is sad most of the time
- 74. Worksheets tend to be messy
- 75. Stumbles, falls easily, throws clumsily, is awkward
- 76. Has difficulty with mathematics
- 77. Uses an object repeatedly in a strange manner
- 78. Has difficulty in co-ordinating both hands, or in co-ordinating hands with feet
- 79. Jumps from one activity to the next; does not finish tasks
- 80. Prefers to play alone
- 81. Is awkward with finger or hand movements; has difficulty handling pencil, pen or scissors
- 82. Does not refer to himself as "I" - (says "John went upstairs" instead of "I went upstairs")
- 83. Tends to drop or spill things
- 84. Cries over minor annoyances and hurts
- 85. Discusses own problems with others
- 86. Becomes noisier and more excited than usual when he is in a group
- 87. Is irresponsible and undependable
- 88. Gets easily flustered and confused
- 89. Tends to press down excessively hard on crayon, pencil or pen during written work or drawing
- 90. Seeks attention; likes to "show-off"



Yes No

- 91. Excels in a few areas, but generally underachieves
- 92. Has feelings of inferiority
- 93. Feelings are easily hurt
- 94. Has difficulty in reproducing a series of letters, words, or pictures
- 95. Falls, cuts, bruises, injures himself, has many accidents
- 96. Tends to bump into furniture
- 97. Reports hearing voices
- 98. Shows inversion of numbers or words; i.e. (12 for 21, or 'saw' for 'was')
- 99. Talks to himself
- 100. Gets confused with directions, such as going from left to right, up or down, behind, to the side, etc.
- 101. Expresses delight in beauty
- 102. Is sought out by others; others say they like him; is among the first selected for teams
- 103. Is tense, unable to relax
- 104. Is hyperactive; "always on the go"
- 105. Has difficulty remembering; learns things one day and forgets them the next
- 106. Shows a dislike for school
- 107. Walks or runs unevenly
- 108. Appears to be shy and bashful
- 109. Uses the pronoun "he" when referring to himself, and confuses the pronouns "you" and "I" in conversation
- 110. Has a tendency to do the opposite of what he is asked to do
- 111. Can follow instruction better after he has been shown rather than told
- 112. Does not know how to have fun; tends to behave like a little adult



Yes   No

     113. Mechanically repeats certain words or phrases in a meaningless way

     114. Can easily be aroused to anger; is irritable and hot-tempered

     115. Has difficulty in copying material from blackboard or from page at desk

If the child is in a residential school program, please answer the following:

If, in your opinion, the child could be discharged to a school program in the community, indicate which type:

regular school  
 special class or school  
 day treatment program  
 other (specify: \_\_\_\_\_)

If you feel the child could not be discharged to a school program in the community, place a check below:

the child could not be discharged to a school program in the community



SUPPLEMENTARY APPENDIX



### Supplementary Appendix

This appendix contains lists of the institutions from which data was collected for each sample. As well, mean factor scores and percentages of children beyond the cutting scores for each institution are presented in table form (for those samples comprised of more than one institution).



Health Institutions

Children's Mental Health Centres

<u>Institution</u>	
<u>Code #</u>	<u>Name</u>
030	Blue Hills Academy
031	Browndale, Barrie
032	Browndale, Muskoka
033	Browndale, Midland
034	Browndale, Haliburton
035	Browndale, Newmarket
036	Browndale, Thunder Bay
037	C.M. Hincks Treatment Centre
039	Child Study Centre
040	Craigwood
041	Dellcrest Children's Centre
042	Earlscourt Children's Home
043	Lutherwood
044	Lynwood Hall Children's Centre
045	Madame Vanier Children's Services
046	Maryvale Vocational School for Girls
047	Mount St. Joseph Centre
048	Colagen
051	Sacred Heart Children's Village
052	Sunnyside Children's Centre
053	Windsor Group Therapy Project
054	Youthdale Limited, Residential Treatment Centres, Aurora
055	Youthdale Limited, Residential Treatment Centres, Toronto (Dowling Avenue)
056	Youthdale Limited, Residential Treatment Centres, Toronto (Huron Street)



Regional Children's Centre

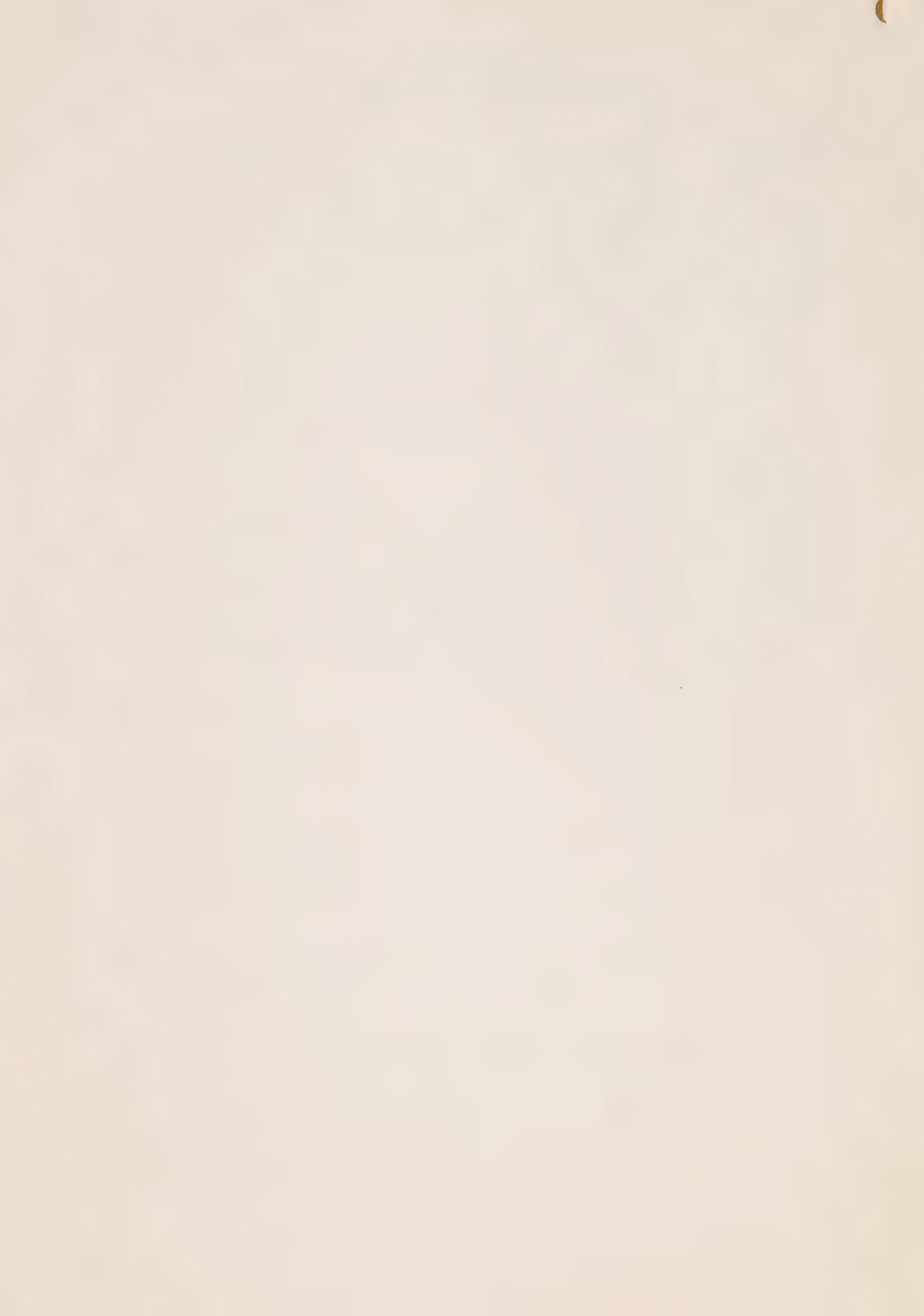
Institution  
Code #      Name

064	Kingston
065	London
049	Ottawa
066	Sudbury
067	Thistletown
050	Windsor

Special Units in Psychiatric Hospitals

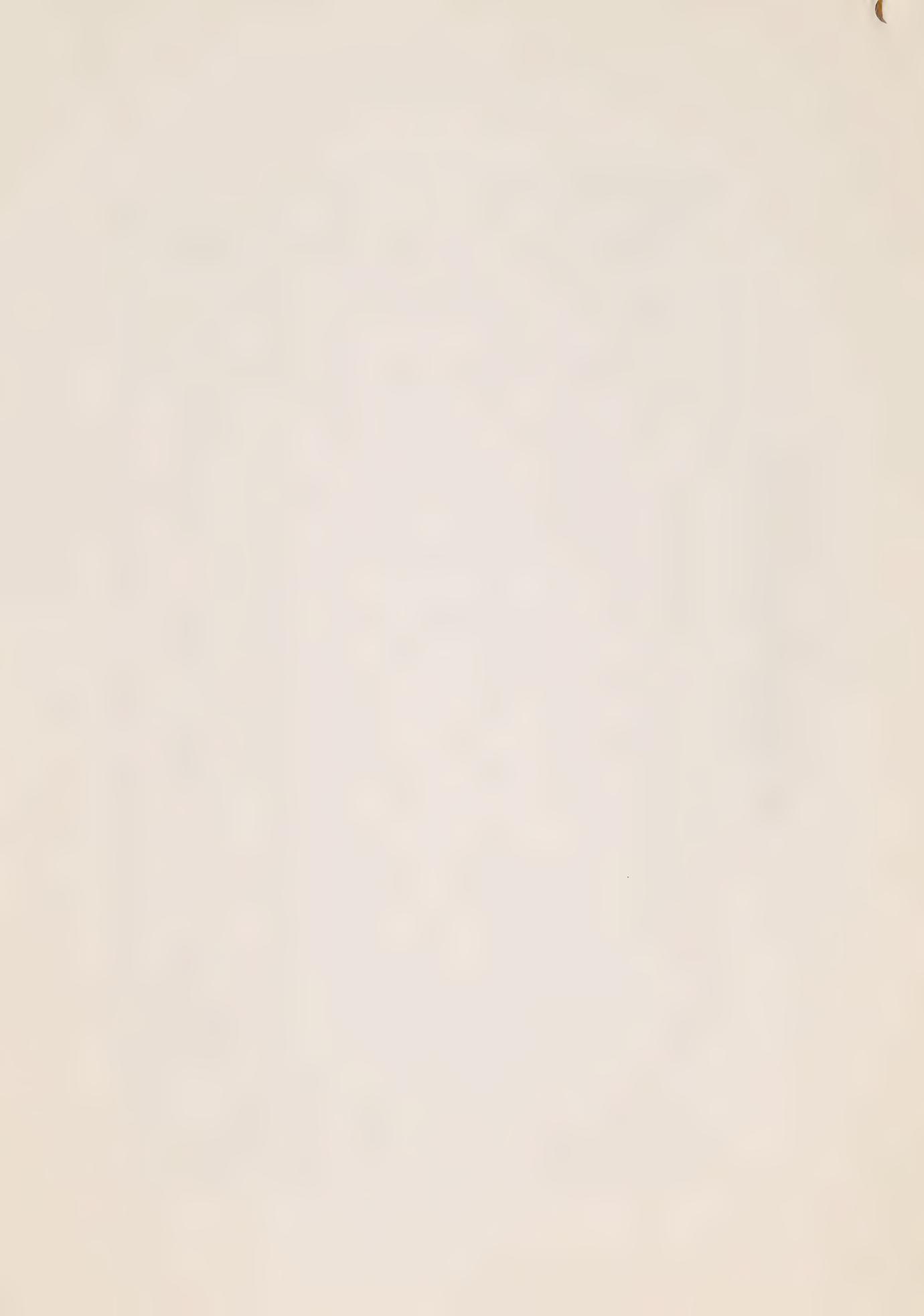
Institution  
Code #      Name

057	Goderich - Children's and Adolescent's Unit
059	Hamilton - Adolescent Unit
058	Lakeshore - Child and Adolescent Service
060	London - Adolescent Unit (Ward T-2)
061	London - Adolescent Unit (Ward P-2)
062	Northeastern Regional Mental Health Centre - Child and Adolescent Service
063	Whitby - Adolescent Unit



Mean Factor Scores by Institution  
for Health Sample (N in parentheses)

FACTOR		INSTITUTION					
		0.30 (7)	0.31 (43)	0.32 (17)	0.33 (42)	0.34 (4)	0.35 (22)
Disrupts	Mean	-0.246	-0.249	0.032	-0.302	0.160	-0.846
	S.E.	.31	.15	.25	.15	.51	.18
Learning	Mean	0.430	0.410	-0.066	-0.421	0.304	0.096
	S.E.	.16	.11	.30	.17	.41	.21
Psychotic	Mean	-0.542	0.437	0.477	0.369	0.061	0.392
	S.E.	.31	.19	.23	.18	.27	.24
Withdraw	Mean	-0.140	-0.045	-0.239	0.071	-0.342	-0.241
	S.E.	.64	.18	.37	.14	.51	.16
Coord'n.	Mean	0.313	0.046	0.336	0.247	-0.458	-0.336
	S.E.	.31	.13	.33	.20	.21	.16
Maturity	Mean	0.628	0.365	0.612	0.545	0.875	0.457
	S.E.	.29	.15	.26	.14	.28	.17



Mean Factor Scores by Institution  
 for Health Sample (N in parentheses)

FACTOR	INSTITUTION					
	036 (19)	037 (7)	039 (15)	040 (19)	041 (9)	042 (14)
Disrupts	Mean S.E.	-0.365 .19	0.180 .41	-0.434 .21	-0.342 .29	-0.021 .23
Learning	Mean S.E.	0.247 .29	-0.127 .28	-1.245 .23	-0.069 .12	-0.261 .45
Psychotic	Mean S.E.	-0.169 .19	-0.346 .26	0.219 .36	-0.502 .18	-0.011 .18
Withdraw	Mean S.E.	-1.131 .20	-0.687 .47	-0.730 .32	-0.101 .20	-0.699 .35
Coord'n.	Mean S.E.	0.846 .32	0.230 .35	0.028 .46	-0.329 .17	-0.720 .18
Maturity	Mean S.E.	0.059 .24	-0.099 .35	-0.735 .20	0.000 .23	0.353 .36



Mean Factor Scores by Institution  
for Health Sample (N in parentheses)

FACTOR	INSTITUTION					
	043 (11)	044 (20)	045 (11)	046 (31)	047 (16)	048 (1)
Disrupts	Mean -1.008 S.E. .24	-.273 .21	-.416 .42	-.044 .17	.056 .22	.068 -
Learn'g2	Mean 0.434 S.E. .26	0.505 .26	-.829 .41	0.391 .14	-.943 .33	-.453 -
Psychotic	Mean -0.280 S.E. .29	0.126 .20	0.235 .35	-.339 .14	-.230 .21	-.411 -
Withdraw	Mean -0.412 S.E. .29	-.248 .23	0.286 .43	0.305 .11	0.055 .24	-.229 -
Coord'n.	Mean -0.087 S.E. .33	0.103 .34	-.227 .37	-.053 .10	-.231 .26	-.213 -
Maturity	Mean -.275 S.E. .31	0.547 .21	0.018 .32	0.835 .15	0.460 .25	-.238 -



Mean Factor Scores by Institution  
 for Health Sample (N in parentheses)

FACTOR	INSTITUTION					
	0.69 (2)	0.50 (11)	0.51 (35)	0.52 (9)	0.53 (4)	0.54 (3)
Disrupts	Mean S.E.	-0.548 .71	-0.311 .32	-0.339 .16	0.343 .25	-0.510 .27
Learning	Mean S.E.	0.254 .85	-0.943 .44	-0.549 .19	-0.136 .41	-0.603 .38
Psychotic	Mean S.E.	-0.107 .59	0.132 .22	0.164 .22	0.069 .38	-0.072 .33
Withdraw	Mean S.E.	0.037 .89	0.293 .30	-0.212 .15	0.070 .33	0.251 .91
Coord'n.	Mean S.E.	0.560 .29	-0.472 .44	0.086 .25	0.662 .52	-1.054 .31
Naturality	Mean S.E.	-0.147 .02	0.651 .33	0.320 .15	0.637 .29	0.464 .28



Mean Factor Scores by Institution for Health Sample (N in parentheses)

FACTOR	INSTITUTION					
	055 (2)	056 (1)	057 (4)	058 (9)	059 (1)	060 (4)
Disrupts	-1.920	-0.718	-0.150	-0.070	0.889	-0.238
	.19	-	.58	.21	-	.53
Learning	0.939	0.718	-0.159	-0.306	0.636	0.412
	.25	-	.63	.42	-	.16
Psychotic	1.347	-0.140	-0.147	-0.030	-0.640	-0.493
	1.11	-	.65	.24	-	.22
Withdraw	-1.374	-0.294	-0.692	-0.080	-1.408	0.706
	.20	-	.42	.27	-	.20
Coord'n.	1.231	3.669	0.588	-0.041	-0.288	.003
	.20	-	.88	.40	-	.34
Maturity	-0.390	0.125	-0.583	0.157	0.678	1.008
	.92	-	.81	.41	-	.37



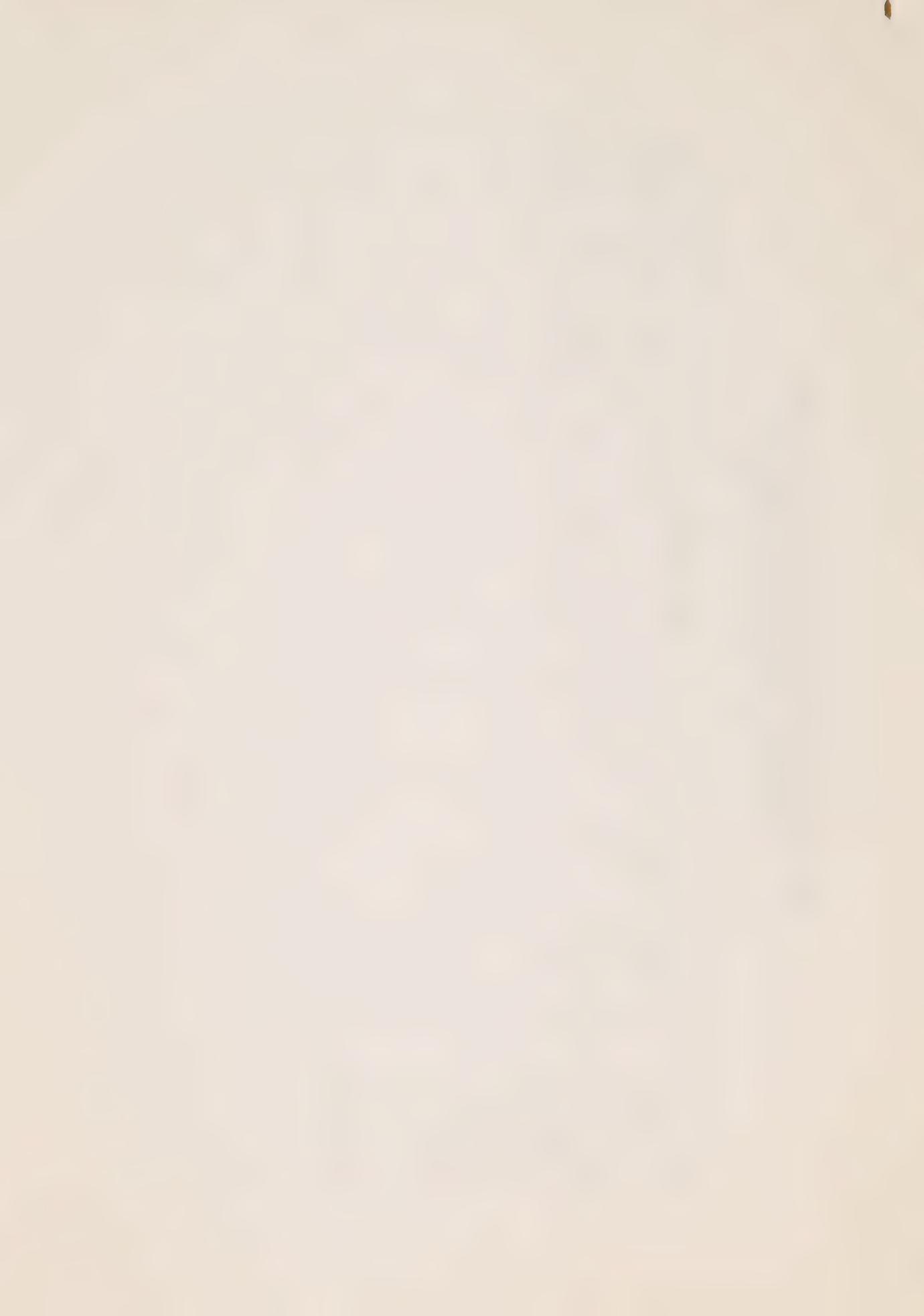
Mean Factor Scores by Institution  
for Health Sample (N in Parentheses)

FACTOR	INSTITUTION					
	061 (6)	062 (2)	063 (2)	064 (3)	065 (29)	066 (2)
Disrupts	Mean -0.584 S.E. .48	-0.843 .22	-1.277 .30	-1.015 .46	-0.283 .17	-0.770 .33
Learning	Mean 0.290 S.E. .23	-0.292 .16	-1.373 1.26	-0.856 .57	0.132 .19	-0.063 .47
Psychotic	Mean -0.045 S.E. .28	-0.704 .76	-1.320 .65	1.336 .65	-0.088 .20	0.121 .60
Withdraw	Mean -0.992 S.E. .53	-0.911 .22	-0.013 .47	0.388 .46	0.200 .19	-0.024 .35
Coord'n.	Mean -0.334 S.E. .13	-0.768 .21	-0.453 1.10	0.144 .86	0.249 .28	2.202 .29
Maturity	Mean 0.337 S.E. .27	-0.199 .72	-0.768 .35	0.034 .93	0.339 .17	-0.428 .52



% of Children Beyond Cutting Scores by Institution  
for Health Sample (N in parentheses)

FACTOR	INSTITUTION						037 (7)	039 (15)
	030 (7)	031 (43)	032 (17)	033 (42)	034 (6)	035 (22)		
Disrupts	57.1	39.5	35.3	52.4	50.0	81.8	63.2	14.3
Learning	-	7.0	23.5	42.9	-	18.2	10.5	14.3
Psychotic	14.3	30.2	47.1	33.3	25.0	18.2	10.5	73.3
Withdraw	42.9	25.6	23.5	26.2	25.0	40.9	73.7	46.7
Coord'n.	57.1	30.2	29.4	31.0	-	18.2	57.9	14.3
Maturity	-	-	5.9	-	-	-	5.3	13.3



% of Children Beyond Cutting Scores by Institution  
for Health Sample (N in parentheses)

FACTOR	INSTITUTION						048 (1)
	040 (19)	041 (9)	042 (16)	043 (11)	044 (20)	045 (11)	
Disrupts	52.6	55.6	42.9	72.7	65.0	54.5	32.3
Learning	—	44.4	35.7	18.2	35.0	36.4	16.1
Psychotic	10.5	11.1	21.4	18.2	25.0	45.5	12.9
Withdraw	31.6	55.6	21.4	36.4	35.0	18.2	35.5
Coord'n.	15.8	—	35.7	9.1	30.0	36.4	22.6
Maturity	10.5	—	—	18.2	5.0	—	12.5



% of Children Beyond Cutting Scores by Institution  
 for Health Sample (N in parentheses)

FACTOR	INSTITUTION						057 (4)
	049 (2)	050 (11)	051 (35)	052 (9)	053 (4)	054 (3)	
Disrupts	50.0	45.5	48.6	11.1	75.0	66.7	100.0
Learning	-	63.6	45.7	22.2	50.0	-	-
Psychotic	-	36.4	34.3	11.1	25.0	-	50.0
Withdraw	50.0	27.3	31.4	33.3	-	33.3	100.0
Coord'n.	100.0	18.2	31.4	55.6	25.0	33.3	100.0
Maturity	-	-	-	-	-	-	-



% of Children Beyond Cutting Scores by Institution  
for Health Sample (N in parentheses)

FACTOR	INSTITUTION									
	058 (9)	059 (1)	060 (4)	061 (6)	062 (2)	063 (2)	064 (3)	065 (29)	066 (2)	067 (42)
Disrupts	44.4	-	50.0	66.7	100.0	100.0	100.0	44.8	100.0	40.5
Learning	33.3	-	-	-	-	50.0	33.3	17.2	-	31.0
Psychotic	11.1	-	-	16.7	-	-	66.7	24.1	50.0	28.6
Withdraw	22.2	100.0	-	66.7	100.0	-	-	13.8	-	35.7
Coord'n.	22.2	-	25.0	16.7	-	50.0	33.3	27.6	100.0	9.5
Maturity	-	-	-	-	-	-	33.3	3.4	-	4.8



Peel County Board of Education Schools

Institution                    Name  
Code #

080	Gordon Graydon
081	Allan A. Martin Senior Public
082	Byngmount Senior Public
083	Lakeview Park Public
084	Neil C. Matheson Public



Mean Factor Scores by School  
for Normal Sample (N in parentheses)

FACTOR	SCHOOL				084 (46)
	080 (77)	081 (30)	082 (58)	083 (72)	
Disrupts	Mean S.E.	0.982 .04	0.923 .06	0.902 .07	0.813 .07
Learning	Mean S.E.	0.615 .03	0.514 .05	0.551 .05	0.329 .06
Psychotic	Mean S.E.	-0.030 .03	-0.132 .05	-0.101 .04	0.010 .05
Withdraw	Mean S.E.	0.813 .05	0.713 .11	0.697 .08	0.733 .07
Coord'n.	Mean S.E.	-0.111 .02	-0.110 .03	-0.134 .03	-0.260 .04
Maturity	Mean S.E.	-1.017 .03	-0.765 .08	-0.743 .06	-0.754 .06



% of Children Beyond the Cutting Scores by School  
for Normal Sample (N in parentheses)

Factor	School				084 (46)
	080 (77)	081 (30)	082 (58)	083 (72)	
Disrupts	3.9	-	3.4	4.2	-
Learning	-	-	-	1.4	15.2
Psychotic	2.6	-	1.7	6.9	2.2
Withdraw	1.3	6.7	3.4	2.8	2.2
Coord'n.	1.3	3.3	3.4	5.6	8.7
Maturity	2.6	3.3	-	5.6	-



Training Schools

<u>Institution</u>	
<u>Code #</u>	<u>Name</u>
070	Grandview
071	Hillcrest
072	Glendale
073	White Oaks Village
074	Pine Ridge
075	Project D.A.R.E. (Portage Lake)



Mean Factor Scores by Institution  
for Training School Sample (N in parentheses)

FACTOR	INSTITUTION					
	070 (40)	071 (39)	072 (36)	073 (28)	074 (48)	075 (29)
Disrupts	Mean	-0.593	-0.669	-0.044	-0.604	0.171
	S.E.	.15	.14	.20	.19	.12
Learning	Mean	0.280	0.193	0.253	-0.215	-0.697
	S.E.	.16	.15	.12	.18	.17
Psychotic	Mean	-0.130	-0.315	-0.171	0.329	-0.467
	S.E.	.17	.16	.15	.27	.11
Withdraw	Mean	-0.431	-0.698	-0.486	-0.171	-0.129
	S.E.	.15	.16	.19	.17	.13
Coord'n.	Mean	-0.127	-0.164	0.525	0.148	0.147
	S.E.	.12	.09	.19	.28	.16
Maturity	Mean	0.146	-0.205	-0.302	0.242	-0.147
	S.E.	.13	.14	.15	.21	.16



% of Children Beyond Cutting Scores by Institution  
for Training Schools Sample (N in parentheses)

FACTORS	INSTITUTION					
	070 (40)	071 (39)	072 (36)	073 (28)	074 (48)	075 (29)
Disrupts	65.0	66.7	36.1	57.1	25.0	24.1
Learning	15.0	20.5	8.3	28.5	20.8	6.9
Psychotic	20.0	17.9	19.4	35.7	10.4	6.9
Withdraw	45.0	51.3	50.0	39.3	18.8	31.0
Coord'n.	12.5	15.4	44.4	25.0	25.0	24.1
Maturity	2.5	5.1	13.9	3.6	10.4	13.8



Differences in Factor Scores for  
First Admissions and Returnees (for  
Bowmanville Training School)

At the request of Bowmanville training school (who provided extra data), a special analysis was undertaken to see whether or not there were differences in mean factor scores between children who had been admitted to the training school for the first time (N=29) and children who had been previously admitted to a training school and so were "returnees" (N=19). This analysis showed that there were no significant differences (at the .05 level) in mean factor scores for any factors between first admissions and returnees.



Correctional Group Homes

<u>Institution</u>	
<u>Code #</u>	<u>Name</u>
001	CMHA Group Home, London, Queen's Avenue
002	CMHA Group Home, London, Bruce Street
003	Hale Group Home, Newmarket
004	Leeder Group Home, Queensville
005	CNHA Group Home, Toronto, Sherwood Avenue
006	CMHA Group Homes, Thunder Bay
008	Hakamu House, Toronto
009	Kenmar Lodge, Minden
010	Our Boys Ranch, Wellandport
011	Pines Group Home, Hamilton
012	Pleasant Villa Farm, Harriston
014	Real Life Inc., Hamilton
015	Dawn Patrol Group Home, Hamilton
016	Les Associes, Ottawa
017	Ausable Springs Ranch, Cayuga
018	Sudbury Group Home Inc., Sudbury
019	Wequa Doone, London
020	Viking Houses, Peterborough



Mean Factor Scores by Institution  
for Group Homes Sample - Correctional Services (N in parentheses)

FACTOR	INSTITUTION					
	.001 (5)	.002 (2)	.005 (5)	.004 (7)	.005 (1)	.006 (4)
Disrupts	Mean .209	0.526	0.552	-0.293	-0.113	-0.186
	S.E. .51	.03	.26	.30	-	.82
Learning	Mean -.131	-0.181	0.065	-0.003	-0.071	0.023
	S.E. .04	.05	.07	.08	-	.21
Psychotic	Mean -.756	-0.934	0.503	-0.433	-1.062	-0.512
	S.E. .33	.03	.57	.35	-	.33
Withdraw	Mean 0.063	0.425	-0.444	0.393	0.912	0.474
	S.E. .23	.40	.26	.53	-	.43
Gard'n.	Mean 0.124	0.363	-0.142	0.058	0.176	-.132
	S.E. .07	.04	.11	.08	-	.04
Maturity	Mean 0.060	1.161	1.467	0.419	0.506	0.449
	S.E. .34	.25	.14	.26	-	.38



Mean Factor Scores by Institution  
for Group Homes Sample - Correctional Services (N in parentheses)

FACTOR	INSTITUTION							
	010 (4)	011 (4)	012 (4)	014 (1)	015 (4)	016 (3)	017 (5)	020 (4)
Disrupts	Mean 1.043	1.200	0.491	-1.321	0.256	0.405	0.045	0.158
	S.E. .16	.07	.55	-	.55	.04	.58	.44
Learning	Mean -.236	-.250	-.085	.046	0.091	0.111	-.125	0.079
	S.E. .04	.03	.10	-	.15	.07	1.08	.09
Psychotic	Mean -.792	-.415	0.301	-.0580	0.557	-.547	-.364	-.136
	S.E. .05	.09	.27	-	.40	.48	.23	.25
Withdraw	Mean 0.743	0.585	-.0163	0.949	-.0.580	-.565	0.303	0.635
	S.E. .31	.18	.42	-	.46	.68	.36	.62
Coord'n.	Mean 0.230	0.154	-.0.127	-.0.032	0.004	0.100	0.050	0.087
	S.E. .02	.06	.06	-	.13	.06	.09	.08
Maturity	Mean 0.703	0.846	1.319	1.244	0.317	0.197	-.0.299	0.618
	S.E. .27	.20	.40	-	.52	.38	.32	.34



Z of Children Beyond Cutting Scores by Institution  
for Group Homes - Correctional Services (N in parentheses)







Comsoc Institutions

Children's and Youth Institutions Branch

<u>Institution</u>	
<u>Code #</u>	<u>Name</u>
100	Circle R. Boys Ranch, Cockstown
101	Notre Dame of Ste. Ag., St. Agatha
102	Parkhill Girls Home, Parkhill
104	Sally Ann Child's Village, London
105	Opportunity House, Toronto
106	Yorklea Children's Lodges, Toronto
110	Alexandra House Childs Home, Toronto
111	Ausable Springs Ranch, Parkhill
112	Bairncroft, Glencoe
113	Birchlea Home, Forest
114	Chisholm House, Toronto
115	Esperenza, Stouffville
116	Fearn Lodge Childs Home, Galt
118	The Gordon House, Forest
119	Green Acres, Cannington
120	Horizon Home, Ridgetown
121	Leaside Girls Lodge, Toronto
122	Newhaven Childs Home, Toronto
123	Northome Lodge, North Bay
124	The Outlook, Gravenhurst
125	Pony Tail Farm, Sunderland
127	Spruce Hem, Claremont
128	Stone House.Century Farm, Bright
129	Westerham, Bobcaygeon
130	Willow Grove, Markham



Mean Factor Scores by Institution  
for Comsoc Sample (N in parentheses)

FACTOR	INSTITUTION						111 (12)
	160 (15)	101 (30)	102 (9)	104 (21)	105 (1)	106 (4)	
Disrupts	Mean 0.015 S.E. .19	-0.333 .16	-0.271 .29	-0.069 .21	0.719 -	-0.614 .26	-0.891 .28
Learning	Mean 0.014 S.E. .33	-0.147 .21	-0.136 .40	-0.707 .27	0.989 -	-0.345 .62	-0.147 .29
Psychotic	Mean -0.353 S.E. .17	0.166 .23	0.473 .40	0.040 .23	-0.339 -	-0.782 .32	0.213 .20
Withdraw	Mean 0.305 S.E. .14	-0.008 .18	0.373 .24	0.090 .21	-1.056 -	-0.799 .40	-0.667 .41
Coord'n.	Mean 0.013 S.E. .21	0.215 .25	-0.097 .44	0.316 .25	0.113 -	-0.239 .48	-0.608 .22
Maturity	Mean 0.071 S.E. .16	-0.175 .15	0.115 .41	0.068 .21	1.911 -	0.264 .30	-0.049 .28



Mean Factor Scores by Institution  
 for Consoc Sample (N in parentheses)

FACTOR	INSTITUTION					
	112 (5)	113 (5)	114 (9)	115 (4)	116 (9)	119 (3)
Disrupts	-0.262	-0.211	0.316	-0.914	-0.004	-0.592
	.32	.71	.22	.61	.35	.96
Learning	-1.093	0.315	-0.120	-0.226	-0.589	0.048
	.62	.30	.36	.16	.40	.71
Psychotic	-0.220	-0.434	-0.510	-0.238	-0.347	-0.274
	1.01	.09	.22	.46	.22	.62
Withdraw	-0.420	-0.829	0.196	-0.717	0.176	-0.763
	.27	.63	.32	.30	.33	.74
Coord'n.	1.353	-0.041	0.188	-0.123	-0.041	0.039
	.85	.24	.29	.15	.29	.05
Maturity	0.734	-0.108	0.546	-0.239	-0.426	-0.984
	.24	.15	.35	.33	.25	.25



Mean Factor Scores by Institution  
for Consoc Sample (N in parentheses)

FACTOR	INSTITUTION							
	121 (1)	122 (12)	123 (11)	124 (4)	125 (8)	127 (5)	128 (4)	129 (6)
Disrupts	Mean S.E.	1.247 -.19	0.085 .36	-0.387 .47	-0.310 .21	-1.237 .11	0.856 .60	-0.279 .31
Learning	Mean S.E.	0.433 -.27	-0.141 .30	-0.271 .50	-0.224 .37	-0.070 .51	-0.413 .44	-0.462 .53
Psychotic	Mean S.E.	-0.340 -.34	-0.250 .30	0.597 .44	-0.127 .22	-0.542 .29	-0.358 .30	-0.421 .22
Withdraw	Mean S.E.	-0.011 -.19	-0.412 .22	-0.834 .24	-0.640 .27	0.116 .40	-0.128 .32	-0.206 .24
Ecoc't'n.	Mean S.E.	-0.279 -.38	0.354 .40	0.059 .83	1.273 .16	-0.111 .20	0.161 .62	0.063 .18
Maturity	Mean S.E.	1.166 -.24	0.637 .43	0.469 .61	0.177 .51	-0.123 .20	0.979 .49	0.179 .31



% of Children Beyond Cutting Scores by Institution  
 for Consoc Sample (N in parentheses)

FACTOR	INSTITUTION						111 (12)	110 (11)	112 (5)
	100 (15)	101 (30)	102 (9)	104 (21)	105 (1)	106 (4)			
Disrupts	33.3	36.7	55.6	42.9	-	75.0	72.7	58.3	60.0
Learning	20.0	26.7	22.2	38.1	-	25.0	18.2	25.0	80.0
Psychotic	6.7	33.3	33.3	28.6	-	-	18.2	16.7	20.0
Withdraw	6.7	30.0	11.1	28.6	100.0	75.0	45.5	25.0	40.0
Coord'n.	26.7	23.3	22.2	38.1	-	50.0	9.1	8.3	60.0
Maturity	-	6.7	11.1	-	-	-	-	-	-



% of Children Beyond Cutting Scores by Institution  
for Comsoc Sample (N in parentheses)

FACTOR	INSTITUTION							122 (12)
	113 (5)	114 (9)	115 (4)	116 (9)	118 (3)	119 (13)	120 (4)	
Disrupts	40.0	22.2	50.0	44.4	66.7	61.5	75.0	-
Learning	-	11.1	-	33.3	33.3	23.1	-	33.3
Psychotic	-	-	25.0	11.1	-	76.9	-	33.3
Withdraw	60.0	22.2	75.0	11.1	66.7	30.8	-	41.7
Coord'n.	40.0	33.3	-	22.2	-	30.8	-	33.3
Maturity	-	-	-	11.1	-	-	-	8.3



% of Children Beyond Cutting Scores by Institution  
 for Comsoc Sample (N in parentheses)

FACTOR	INSTITUTION					
	123 (11)	124 (4)	125 (8)	127 (5)	128 (4)	129 (6)
Disrupts	63.6	75.0	87.5	-	50.0	50.0
Learning	27.3	25.0	25.0	40.0	25.0	50.0
Psychotic	45.5	25.0	12.5	-	25.0	-
Withdraw	63.6	75.0	12.5	40.0	25.0	66.7
Coord'n.	36.4	75.0	25.0	40.0	25.0	33.3
Maturity	9.1	-	12.5	-	-	-



C.A.S. Institutions

Institution  
Code #

Name

142

Children's Aid Society of Metropolitan Toronto

Psychotic Institutions

Institution  
Code #

Name

068

Thistletown Regional Children's Centre





